DOCUMENT RESUME

ED 035 066 EA 002 608

TITLE	Social Sciences Education Framework for California Public Schools, Kindergarten and Grades One Through Twelve. Report of the Statewide Social Sciences Study Committee.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C. Bureau of Elementary and Secondary Education.
PUB DATE	68
NOTE	189p.
EDRS PRICE	EDRS Price MF-$0.75 HC-$9.55
DESCRIPTORS	Behavioral Objectives, *Concept Formation, Curriculum Design, *Curriculum Development, Curriculum Evaluation, *Curriculum Guides, Educational Innovation, Educational Planning, Evaluation Criteria, History, *Inquiry Training, Kindergarten, Primary Grades, Scientific Methodology, Secondary Grades, *Social Sciences
IDENTIFIERS	California

ABSTRACT

This report contains a curriculum framework to be used in developing and implementing a new social-sciences education program for kindergarten through grade 12 in the California Public Schools. The report, funded by ESEA Title V, describes the framework of the program in the first two parts. The plan is designed to provide students with the conceptual tools and processes of inquiry necessary for effective organization and interpretation of information relevant to the study of man in society. In part III, the following major components of the curriculum, arranged by blocks of grades, are described: (1) K-2, "Mankind: Man's Distinctive Characteristics"; (2) 3-4, "Man and Land: Cultural and Geographic Relationships"; (3) 5-6, "Mankind and Men, Interaction, Diversity, Individuality"; (4) 7-9, "Systems: Economic and Political; Urban Environment"; (5) 10-11, "Historical Integration: Relation of Past and Present"; (6) 12A, "Decision Making: Deciding Social Policy in the United States"; and (7) 12B, "Capstone Courses: A Variety of Offerings." For each curriculum block, appropriate subtopics and major inquiry processes, concepts, settings, and behavioral objectives are listed. The appendix contains relevant illustrations and examples of the program's components. (JH)

(BESE-TITLE V)
N-SG

ED035066

Social Sciences Education Framework for California Public Schools

Kindergarten and Grades One Through Twelve

Report of
the Statewide Social Sciences Study Committee
to the State Curriculum Commission and
the California State Board of Education

A dopted
~~PROPOSED~~

Sacramento 1968

EA 002 608

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

ED035066

ACKNOWLEDGMENT

The Statewide Social Sciences Study Committee, the State Department of Education, and the State Board of Education extend their thanks to the school districts, offices of county superintendents of schools, and institutions of higher education in the state that have supported the participation of individuals. To each member of the review panels and all members of advisory committees, the Statewide Committee, the Department, and the Board express their deepest appreciation.

This publication was produced
with Elementary and Secondary
Education Act, Title V, funds.
Sacramento, California
1968

STATEWIDE SOCIAL SCIENCES STUDY COMMITTEE

Eugene Asher, Professor of History, California State College at Long Beach
Clinton Boutwell, Social Studies Teacher, Culver City Junior High School
H. David Fish, Specialist in Social Studies, San Diego Unified School District (vice J. Fred Wilson)
Joyce Fulton, Social Studies Teacher, Woodside High School
Lyle Gibson, Dean of Academic Planning, California State College at Dominguez Hills
David Gold, Professor of Sociology, University of California, Santa Barbara
James High, Associate Professor of History, San Jose State College
Mrs. Margaret Lenz, Lecturer, California State College at San Bernardino
Mrs. Helen McGinnis, Consultant in Education, Sacramento County
William E. McLaughlin, Director, Secondary Education, Santa Barbara City Schools (Resigned June 1, 1967)
John U. Michaelis, Professor of Education, University of California, Berkeley (Chairman)
Earl Minkwitz, Chairman, Social Studies Department, Polytechnic High School, San Francisco
Penrod Moss, Assistant Superintendent, Dixie Elementary School District, San Rafael
L. Vincent Padgett, Department of Political Science, San Diego State College (vice Richard Snyder)
Mrs. Lorraine Peterson, Elementary Principal, Los Angeles Unified School District
Charles Quigley, Program Coordinator, Committee on Civic Education, University of California, Los Angeles (vice William McLaughlin)
Gerhard N. Rostvold, Economic Consultant, Claremont, California
Charles Sellers, Professor of History, University of California, Berkeley (Vice-Chairman)
Richard Snyder, Professor of Administration and Political Science, University of California, Irvine (Resigned August 15, 1967)
John Wallace, Professor of Psychology, University of California, Irvine (Resigned March 1968)
William Ward, Associate Professor of Psychology, Stanford University, Stanford (Resigned June 30, 1968)
J. Fred Wilson, Specialist, Elementary Education, San Diego City Unified School District (Resigned October 1, 1967)

Charles O. Moody, Consultant in Social Science, Bureau of Elementary and Secondary Education, California State Department of Education (Executive Secretary) (Resigned June 30, 1968)

CONTENTS

Page

ACKNOWLEDGMENT i

PART I - INTRODUCTION 1

A. Why a New Program? 1

B. Objectives 2

C. A Continuously Evolving Program 4

D. The Need for Implementation 4

PART II - AN INQUIRY-CONCEPTUAL APPROACH TO THE STUDY OF MAN IN SOCIETY 5

A. Elements of an Inquiry-Conceptual Program 5

B. Modes and Processes of Inquiry 9

C. Concepts and Generalizations 22

D. Settings 24

E. The Social Sciences and Classroom Inquiry 26

PART III - A FRAMEWORK FOR CLASSROOM INQUIRY: GRADES K-12 29

A. Design of the Program 29

Overall Design 29
Relationships to Other Curricular Areas 31
Contemporary Affairs 31
Legal Requirements 32

B. The Program by Blocks of Grades 32

Grades K-2: Mankind: Man's Distinctive Characteristics . . 34
Grades 3-4: Man and Land: Cultural and Geographic Relationships 47
Grades 5-6: Mankind and Men: Interaction, Diversity, Individuality 62
Grades 7-9: Systems: Political and Economic; Urban Environment 75
Grades 10-11: Historical Integration: Relation of Past and Present 103
Grade 12A Decision Making: Deciding Social Policy in the United States 125

Page

Grade 12B: Capstone Courses 136

PART IV - IMPLEMENTATION 137

A. The Environment of Learning 137

B. Strategies and Materials for Learning 138

C. Evaluation 140

D. Teacher Education 140

E. Organizing for Continuous Implementation 141

APPENDIX A - INCLUSION OF CONTENT FROM BASIC DISCIPLINES 145

APPENDIX B - SUMMARY OF MAJOR COMPONENTS IN THE K-12 PROGRAM 149

APPENDIX C - EXAMPLES OF CLASSROOM INQUIRY IN DIFFERENT GRADES . . . 159

PART I

INTRODUCTION

A. Why a New Program?

At least since the time of Socrates' famous advice "Know thyself," philosophers have urged that mankind is the proper study of man. Our schools have long recognized this principle by devoting a large part of the curriculum to the study of man in society.

Yet in recent years education in history and the social sciences has been left behind in the vigorous efforts at curricular improvement that followed Sputnik. It was natural that these efforts should be concentrated first in the areas where the advances of the Russian educational system have been so dramatically demonstrated. A "New Math" and a "New Science" have rapidly emerged, convincing a growing number of teachers, parents, and students that learning accelerates as instruction is broadened from information and conclusions to include the intellectual processes by which scientists reach their constantly developing conclusions.

The Framework developed for California schools in 1957-1962 sought to adapt some of these new emphases to the study of mankind. But at that time only the barest outlines of a "New Social Sciences Education" were visible. Federal funds had not begun to flow into the scores of Project Social Studies enterprises and into the hundreds of summer institutes in history, economics, and geography. The teams of teachers, social scientists, and curriculum workers had just begun to develop and test ingenious new methods and materials for increasingly effective inquiry in the studies of man. Classroom tryouts were still unavailable to demonstrate the effectiveness of these new methods and materials.

But the need for a new social sciences education curriculum was widely apparent by 1960. The terrible new capacity for nuclear destruction was only the most conspicuous indication that the ever accelerating pace of change was outrunning man's capacity to control his destiny. Rapid urbanization was intensifying the emotional stresses on men by separating them farther from the natural environment while pressing them closer and closer upon each other. Rising productivity and standards of health care were creating problems of overpopulation while prompting new demands for innovative and satisfying uses of leisure. For the first time it was becoming possible to envision abundance for all, not just for a fortunate few. Throughout the world traditional societies were awakening to a revolutionary insistence on autonomy and immediate entry into the benefits of modern technology. The swelling cities, at home and abroad, were bringing together those outside the circle of power and influence, with voices no longer weak and isolated. The comparative patience of nineteenth century man was giving way to urgent and often militant demands for dramatic and immediate changes, and these demands generated new tensions and conflicts. Never has the need been so great for man to better understand his own nature and behavior.

To the citizens of the world's wealthiest and most powerful nation this accelerating pace of social change has presented special dangers and special opportunities. Upon the social wisdom of the American people may depend not only the preservation and further realization of our historic ideals at home, but also, in considerable measure, the preservation and hopes of mankind. It is this realization that has lent urgency to the national effort to develop a "New Social Sciences Education" that would make social learning more effective in our schools. It was surely with some of these considerations in mind that California's State Board of Education authorized the development of a new program designed to incorporate the resulting advances in the social sciences curriculum.

B. Objectives

The ultimate shape of the "New Social Sciences Education" is still far from clear. What is clearest is a new priority of objectives. With the world changing at a dizzying pace, it is no longer sufficient to impart knowledge of the world as it is, or to have students grapple only with current social problems. Certainly these are important, and certainly children in our classrooms need to come more realistically to grips with today's world. The viability of our society depends also upon the ability of today's students to understand and hence to deal with tomorrow's very different reality and tomorrow's very different problems.

Though society may change radically, the ways in which men seek to understand it will remain much more constant. This means that while students are studying today's society, they must be mastering the inquiry-conceptual skills and tools that will equip them to continue learning throughout their lives. Specifically they must master the processes of inquiry which have been developed to study man in society. For example, a process that is especially significant is comparison--skill in looking to other societies, to one's own society at earlier times, to other biological species. Through such comparisons one may gain a new vision, perhaps more precise and certainly less parochial, of the at-home realities of immediate experience and concern. Through such comparisons one may also gain some broadened sense of the unexplored and almost infinite range of tomorrow's possibilities. Instruction in the schools should frequently move in a pattern, from at-home realities to other realities remote in time and space and back home--in-and-out-and-in--fully to exploit comparison, seen as a useful stimulus and aid to inquiry into the study of man in society.

Students must also become proficient in using the conceptual tools and the data which social scientists employ as they utilize processes of inquiry. Concepts such as role, region, decision making, culture, and economic system are conceptual tools for studying man in society. New concepts will be developed and existing ones may be changed. What is important, therefore, is not a particular set of concepts *per se*, but the nature of conceptual tools and the processes of inquiry through which they are developed and used in the study of important topics and problems. An abundance of new data will become available in the years ahead. Special attention, therefore, must be given to ways in which conceptual tools are used to organize and interpret data so that relevant facts or information can be used effectively in the study of man in society.

All of these objectives should be thought of behaviorally on two levels. The first level includes overarching objectives which consist of a composite of behaviors that illustrate key outcomes of an inquiry-conceptual approach to the study of man. For example, desired outcomes for all students include the ability to:

Define issues, problems, and topics of study clearly, giving attention to values and other affective elements as well as to concepts and other cognitive elements

Select and use appropriate modes of inquiry in terms of the problem or topic under study

Select and use appropriate processes of inquiry in light of the mode of inquiry that is being used at a given time

Interpret data meaningfully, assess the accuracy of information, and communicate ideas effectively

Use concepts as tools to analyze problems, guide observation, make comparisons, classify data, interpret findings, and communicate ideas

Contrast or compare events and activities as appropriate to explore identities, similarities, and differences

Analyze rights, freedoms, and responsibilities in the context of relevant values and underlying conditions

Propose and evaluate solutions to problems in terms of consequence-analysis based on a priority of values

Make and test hypotheses and generalizations, taking account of relevant information and avoiding overgeneralization

Express and demonstrate ways in which fundamental values are a part of our American heritage.

Examples of the prevading and related objectives are defined more specifically on a second level in later sections labeled "Behavioral Objectives." In these sections objectives are defined to suggest the type of behavior that may be observed in the classroom. Specific attention is given to the use of inquiry skills and concepts in the study of suggested settings or topics. It is anticipated that the objectives in these sections will be refined and elaborated as subsequent groups design units of study, courses, teaching guides, and instructional materials. It is through these subsequent activities that effective provisions must be made for the development of multiple objectives as noted above.

The inquiry-conceptual objectives of the program will require a substantial acceleration of changes already going on in teaching materials and classroom strategies. The student cannot become an effective inquirer by merely learning what is in the textbook or what the teacher tells him. If he is instead to "discover" for himself through inquiry and conceptualization, comprehensive coverage and textbook surveys must give way to the intensive examination of carefully delimited settings. Conventional textbooks must give way to new kinds of materials (including original sources of data) for learning, and teachers must become even more adept at strategies for eliciting and guiding inquiry.

C. A Continuously Evolving Program

If the inquiry-conceptual objectives are to be achieved, the very idea of a framework must be thought of in a new way. Change is too rapid--in society, in a scholarly disciplines concerned with the study of man, and in the strategies and materials for social learning--for anyone to be sure in advance what program in the studies of man will be most effective. A truly effective program can be developed only through a continuing process of innovation, evaluation, and revision in the light of actual classroom experience. Therefore, the program being proposed recommends a firm commitment only to the inquiry-conceptual objectives. The "framework" part of the program--the suggested sequence of studies by grades--should be thought of as only the starting point for such a continuing process of innovation, evaluation, and revision.

The program is designed, also, to be flexible in yet another way. No single, rigid program would be equally adapted to the needs of California's varied school districts and diverse school population. Within the general outlines of the framework, therefore, flexibility is provided in the sequencing of studies; arrangements of studies in blocks of grades; and in the settings, materials, and strategies for particular studies.

D. The Need for Implementation

There is critical need for a planned program of implementation if a new social sciences education program is to become a reality in the schools of California. New or revised organizational structures will be required to facilitate ongoing innovation, evaluation, and revision. The emphasis on processes of inquiry and concepts drawn from the scholarly disciplines suggests a broadening collaboration between scholars and educators at every level. Means must be found for facilitating such collaboration at the local level, in developing courses of study and materials, in the inservice training of teachers, and in evaluation. Such collaboration should continue in some statewide coordinating agency, which would serve to link the work being done at the local level throughout the state with the state's educational policy-making agencies, the Curriculum Commission, the State Board of Education, and the Legislature. These matters are discussed further in Part IV.

PART II

AN INQUIRY-CONCEPTUAL APPROACH TO THE STUDY OF MAN IN SOCIETY

A. Elements of an Inquiry-Conceptual Program

Three interrelated components are required to construct an effective curriculum in social sciences education. The three components are modes and processes of inquiry, concepts which serve as tools of inquiry, and settings which serve as the context of a given inquiry. During the past decade it has become increasingly clear that all three components, not settings or topics alone, must be considered if a viable program of instruction is to be provided.

Modes of Inquiry

No longer is a single mode of inquiry adequate for studying the variety of problems and topics included in social sciences education. Three modes of inquiry widely used in the social sciences and history should be given specific attention. First is the analytic mode which is used in systematic analyses of urban, economic, geographic, political, historical, or other cultural phenomena selected for study in depth. Second is the integrative mode which is used in studies designed to provide a relatively complete or holistic synthesis of the diverse factors involved in a particular time or place; e.g., a particular city, a region such as Southern California, or a set of events such as the American Revolution. Third is the policy mode which is used in making decisions or judgments related to urban, economic, political, and other issues or problems.

Illustrations of the three modes of inquiry needed in social sciences education are given in Chart 1. The first diagram in the chart is designed to indicate the nature of an analytic study of urban functions. Such urban functions as commerce, educational services, and government would be studied in several different cities in order to arrive at broadly applicable generalizations. Thus in the analytic mode selected phenomena (urban functions) are studied in depth. The second diagram illustrates a relatively complete and holistic study of a particular city in the integrative mode. Here the purpose is to study and synthesize the diverse features that are characteristic of the setting under study. Notice that urban functions, as identified through analytic studies, may be a part of the integrative study of a particular city along with other aspects that are needed to give a complete view. The third diagram illustrates the policy mode of inquiry in which the problem, "How to Improve Urban Life," is the focus of study. In this mode, the problem is defined, data are gathered, values are considered, solutions are proposed and assessed, and decisions are made. Data and inquiry processes from the analytic and integrative modes are used as relevant to the issue or problem under study.

ILLUSTRATIONS OF THE THREE MODES

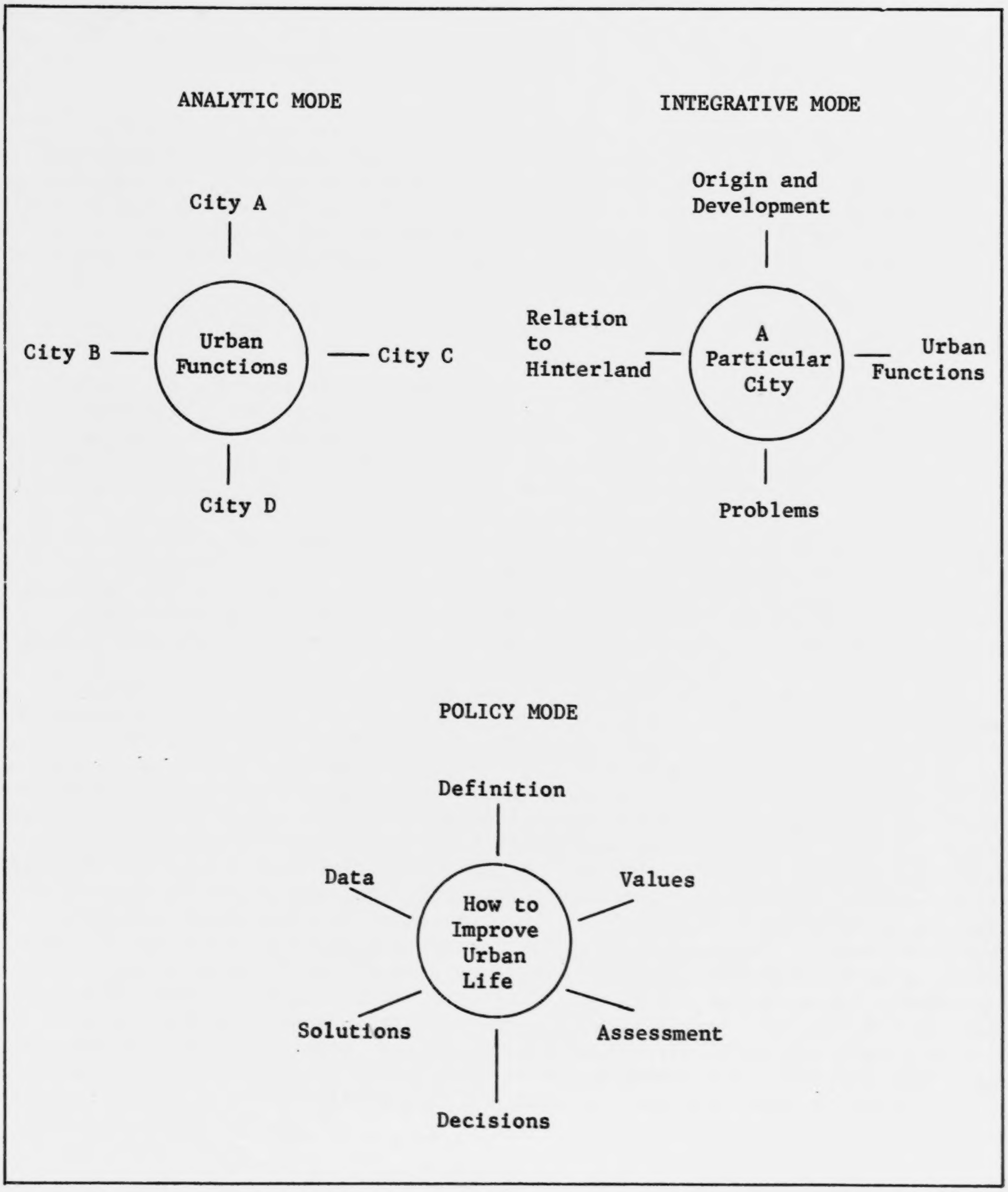
ANALYTIC MODE
City A
City B
Urban Functions
City C
City D
INTEGRATIVE MODE
Origin and Development
Relation to Hinterland
A Particular City
Urban Functions
Problems
POLICY MODE
Definition
Data
Values
How to Improve Urban Life
Solutions
Assessment
Decisions

CHART 1

Related Processes of Inquiry

Included within the modes of inquiry are interrelated processes that are widely used in the social sciences and which need to be developed in the social sciences curriculum. The classification set up for use in this program is believed to be most useful in planning instruction. The processes included in each mode are summarized in Chart 2; a detailed discussion is presented in later pages. The arrows drawn from the analytic and integrative modes are included to indicate that the findings and processes of these two modes may be put to use in the policy mode as noted above.

PROCESSES OF INQUIRY IN EACH MODE

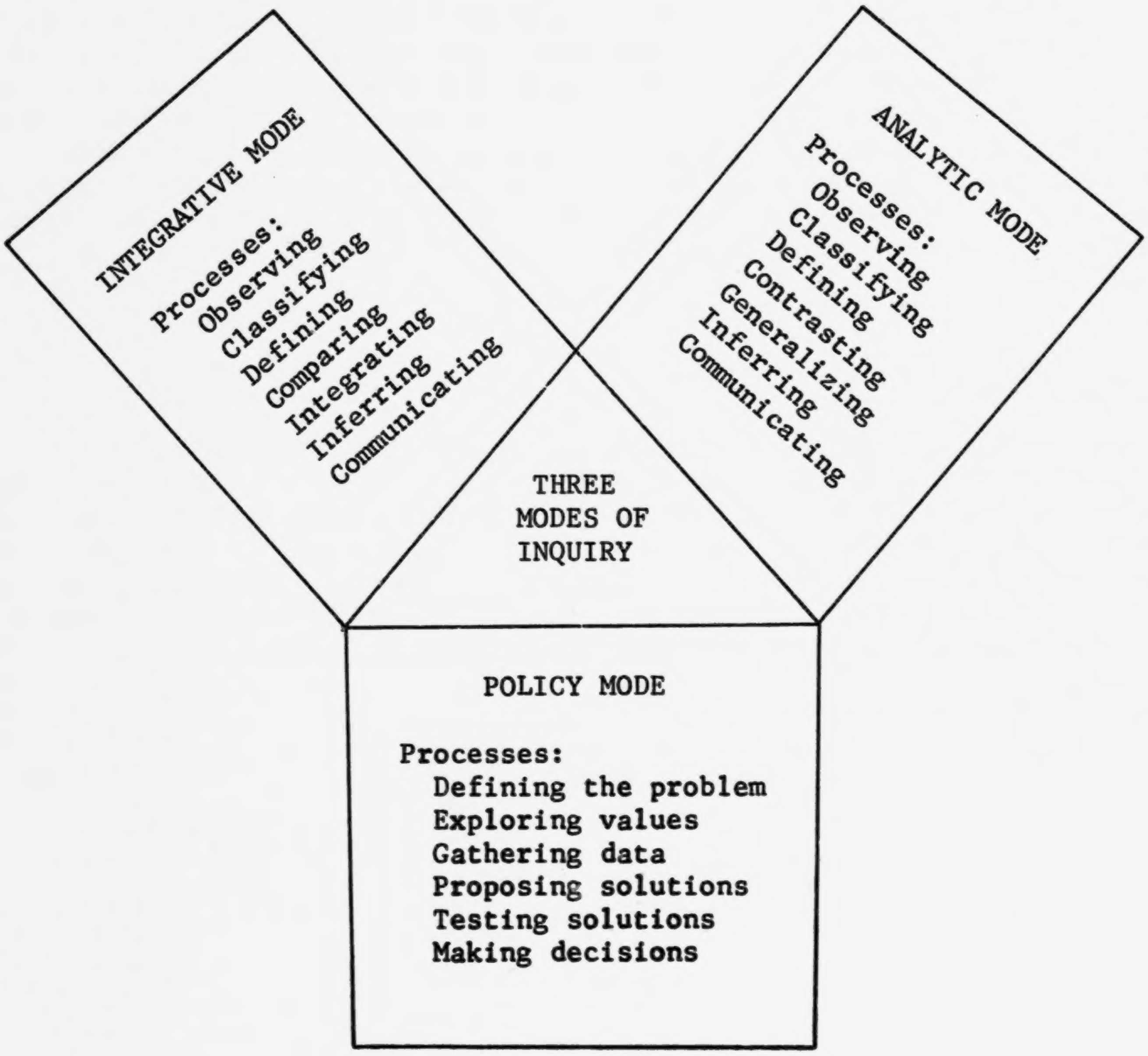
INTEGRATIVE MODE
Processes:
Observing
Classifying
Defining
Comparing
Integrating
Inferring
Communicating
ANALYTIC MODE
Processes:
Observing
Classifying
Defining
Contrasting
Generalizing
Inferring
Communicating
THREE MODES OF INQUIRY
POLICY MODE
Processes:
Defining the problem
Exploring values
Gathering data
Proposing solutions
Testing solutions
Making decisions

CHART 2

Concepts, Tools of Inquiry

A second major element, closely linked with modes and processes of inquiry, consists of concepts drawn from the social sciences and history. Concepts such as role, region, decision making, power, values, and economic system are tools for studying man in society. Concepts are used in studying human behavior in situations ranging from family life to international trade. They are needed to guide observation, set up classifications, and give a distinctive flavor to the use of modes and processes of inquiry in the social sciences and to instruction in social sciences education.

Settings, The Context of Inquiry

The third element, the context of a given inquiry, consists of the settings or topics which are studied--the times, places, phenomena, particular peoples, issues, and problems. Settings should be selected in terms of several criteria such as usefulness in developing inquiry skills and concepts, the need to include a variety of cultures, relevance to students, concerns of society, knowledge of our American heritage, knowledge essential for citizenship, and foundations for sequential learning. Settings should also be viewed flexibly so that local conditions and needs can be met in the diverse areas of California.

A Unified Program

This program differs from traditional programs in that the three components noted above are brought together into a unified framework. Traditionally, the social sciences education program has been defined largely in terms of topics or settings. In some programs attention has been given to concepts and generalizations, and selected aspects of inquiry have been considered. But no program has ever brought the three components together and highlighted the critical relationships among them. Chart 3 illustrates these relations.

THREE INTERRELATED COMPONENTS
OF THE SOCIAL SCIENCES EDUCATION PROGRAM

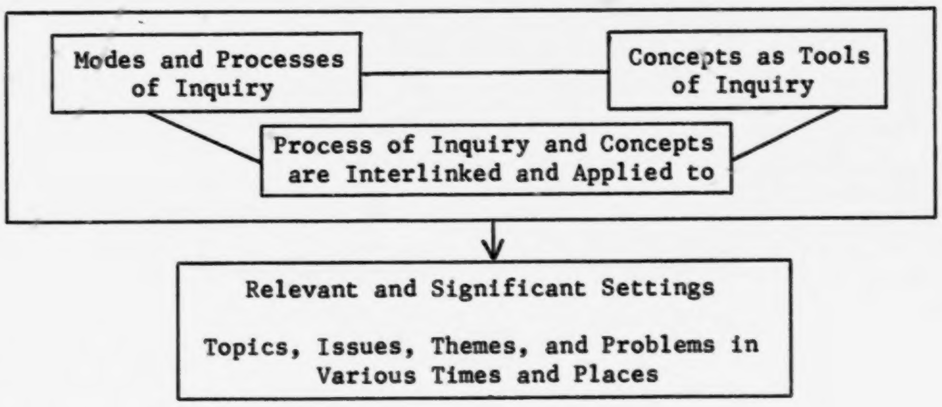
Modes and Processes of Inquiry
Concepts as Tools of Inquiry
Process of Inquiry and Concepts are Interlinked and Applied to
Relevant and Significant Settings
Topics, Issues, Themes, and Problems in Various Times and Places

CHART 3

Because the three components of this program need to be understood in detail if adequate instructional materials are to be prepared, the next sections of this report are devoted to them. The three modes of inquiry and related processes are reviewed first.

B. Modes and Processes of Inquiry

The Central Thrust of Each Mode

The analytic, integrative, and policy modes are interrelated yet each has a central thrust that may be illustrated by considering three key questions related to inquiry in the social sciences and history.*

1. Why do these phenomena behave as they do? This question is central in the analytic mode as attention is given to such phenomena as roles of individuals, urban functions, division of labor, uses of power and authority, conflict and other processes of interaction, productive resources, and decision making in political systems.

2. Who am I, or who are we, or who are they? This question is basic in the integrative mode as studies are made of particular individuals, groups, or events such as the student's own family, his school, the history of California, life in colonial America, living in Mexico, the life of a significant individual, and the origin and growth of Los Angeles.

3. What should I, or we, or they do next? This question arises in the policy mode in a variety of studies ranging from the making and carrying out of rules, evaluating the actions of individuals and groups, and finding ways to improve urban life to the making of decisions on economic and political problems, assessing proposals for aiding newly developing countries, and considering alternatives to various international problems.

These three modes of inquiry are almost never clearly separated in fact, but should be separated for instructional planning. It is particularly important that they be distinguished clearly and developed systematically in social sciences education. Nowhere else in the school curriculum are these basic modes of inquiry more frequently used together. These different ways of studying social phenomena must be clarified if students are to develop skill in using them.

---

*This categorization refers to the central thrust of the respective modes. Strictly speaking, analytic inquiry has some implications for the integrative question; integrative inquiry addresses itself in part to the analytic question; and one process of the policy mode--valuing--is much involved in dealing with the integrative question.

This point may be illustrated by considering inquiry in the natural sciences, the humanities, and the social sciences. Inquiry in the natural sciences, addressed mainly to the analytic question, "Why do these phenomena behave as they do?," has been productive in enabling man to understand and control his natural environment. Humanistic inquiry--reflecting through philosophy, religion, literature, and the arts on the integrative question, "Who am I, or who are we, or who are they?"--has helped man clarify his goals and values. A function of the social sciences (historical studies, behavioral sciences, and policy analysis) is to bring the scientific and the humanistic together, to help students understand the relationships among what is technically possible, what is humanly valued, and the society within which the possible and the valued are to be realized. Thus inquiry in the social sciences asks not only the analytic question, "Why do people behave as they do?"--and the integrative question, "Who am I, or who are we, or who are they?"--but also the policy question, "What should I, or we, or they, do next?" It is by learning to use these three modes of inquiry and the processes of inquiry related to each, that the student will be best equipped to accept his responsibilities and realize his individual and matured goals within a constantly changing society.

The Analytic Mode

Analytic studies in the social sciences are focused on human behavior, and the more analytic realms are called the behavioral sciences. Analytic inquiry proceeds by isolating selected phenomena for study, making specific observations of the phenomena, classifying the phenomena by precise definition, and examining the relationships among the defined classes. Selected aspects of behavior are classified according to constructed concepts, e.g., polity, private and public goods, and private and public power. Relationships among the concepts are examined and may be stated as a generalization, e.g., "The polity converts private goods into public goods, private power into public power."

The inquirer in the analytic mode may initially use as "tools" the common sense classifications or concepts that are current in his culture, but these are then defined more precisely in behavioral terms. They may be replaced by concepts which the inquirer constructs or contrives in order to give precise meaning to them, e.g., values, technology, urban functions, factors of production, or comparative advantage. To illustrate, when we speak in common-sense terms of values, we typically mean objects or activities that are preferred by particular individuals, and we assume that different individuals will value objectives and activities differently. In the analytic mode, however, values may be defined to refer to regularities in the behavior of members of various groups, indicating that the group collectively views favorably or unfavorably certain objects, acts, customs, or institutions. Values may be further analyzed in terms of a set of related concepts such as traditional, instrumental, and intrinsic or expressive values, all of which have been precisely defined. Thus, values in this analytic sense, vary from group to group rather than from individual to individual, may be categorized in behaviorally defined classes, the nature of a given group's values may be analyzed through direct observation of its members, and predictions may be made about behaviors after values of the group are known.

Two standards for evaluating inquiry in the analytic mode merit special attention. The first is a measure of its procedural adequacy; here a key question is whether or not the procedures and findings are replicable. Replicability means that the definitions and the procedures can be applied by others and used in different social settings without basic changes in meaning or in the processes of inquiry. A practical test of replicability is whether an aspect of behavior (for example, a set of values), has been defined with such precision that independent observers using the same processes and concepts will agree whether or not it is present in a single setting or in one or more of a group of social settings.

The second standard for evaluating inquiry in the analytic mode is a measure of its end-product. This is called the standard of scientific fit. That is, the conclusions must fit logically into a system of analytically derived proposition (a body of scientific knowledge or theory) concerning all those aspects of behavior related to the behavior immediately studied. To the extent that scientific fit is obtained, the relationship established between aspects of behavior should theoretically have predictive value, though this is limited in the study of human behavior by the difficulty of taking account of the large number of variables in any social situation.

The Integrative Mode

In studying man in society, inquiry into replicable aspects of human behavior must be supplemented by inquiry into particular social situations in their diversity and totality. Where analytic inquiry is focused on a small set of precisely defined patterns of behavior, as these are manifested through a wide range of social settings such as roles of revolutionary leaders in different countries, the integrative mode directs its attention to many relevant aspects of a single setting or set of events such as the American Revolution. In the integrative mode the inquirer endeavors to reconstruct the American Revolution, and gives attention to the many diverse events and personalities that were involved. Social, political, and economic factors may also be explored and set in the context of the times. The desired outcome is a presentation of material on the American Revolution that will enable others to experience it vicariously, to grasp its significance in the course of our history, and to develop a more meaningful answer to the question, "Who am I, or who are we?"

Inquiry in the integrative mode may draw on concepts and understandings derived from analytic inquiry (e.g., roles of revolutionary leaders, or urban functions). Certain kinds of analytic inquiry (systems analysis) are helpful in studying a social setting as an integrated whole. But the continuing need in life to take account of social reality in its particularity and totality requires that a variety of additional concepts be used to study both contemporary and historical events--some drawn from personal knowledge, some from the customary ways of thinking in one's own culture, and some from ways of thinking in the culture under study. Concepts are brought together, "ready or not," in order to provide the richest and most varied set of perspectives for viewing and comprehending the setting under study.

This does not mean that the rational inquirer in the integrative mode rests content with hunch and "common-sense notions." Concepts derived from personal knowledge and customary ways of thinking are revised in the light of the more reliable concepts derived from analytic inquiry. For example, the common-sense notion that voting decisions in the United States are typically made in terms of issues and the candidates' personalities would be corrected by the more sophisticated and partly contradictory findings of analytic inquiry into American voting behavior. Equally important, the concepts used in integrative inquiry are subject to conscious checking against system systematically data. Integrative inquiry, in short, is systematically rational, even when it is unable to meet the more rigorous standard of replicability.

If inquiry in the integrative mode may not be assessed by standards of replicability, it may nevertheless be evaluated according to two standards, analogous to those of replicability and scientific fit for the analytic mode. The first of these standards, analogous to replicability, is believability. The inquirer seeks to bring to bear on a social situation all the knowledge and insight and imagination that are required to reveal the situation as, not bizarre and capricious, but coherent in its totality and believable in the same way that the inquirer's own culture is believable to him. He also seeks to communicate to others a description of this reality which they will find, on the basis of their observation and experience, to be believable. Put another way, the inquirer seeks to experience the culture vicariously; and, in communicating the results of his inquiry, he seeks to enable others to do the same.

The second standard for evaluating integrative conceptualizations, analogous to scientific fit, is significance. Understanding derived from integrative inquiry is significant to the degree that it helps to alter, enrich, and sharpen answers to the identity questions, "Who am I, or who are we, or who are they?"

The application of the standards of believability and significance can be illustrated by study of the American Revolution. In looking at human behavior in the Revolutionary era as a whole, the inquirer will be particularly alert for those aspects of behavior that have significance for him in terms of his identity. This significance can be of various kinds. For an American inquirer, the movement toward independence and the political values and institutions that crystallized in the course of that movement will be significant for understanding nationality and political values and institutions in the inquirer's own culture, as they derive historically from the phenomena being studied. For inquirers of any nationality, the conflicts in allegiance that led some Americans to become Whigs and others to become Tories will be significant in providing a broader perspective for understanding those conflicts in allegiance that occur in his own life or culture. Integrative inquiry will be focused, therefore, around one or more of these aspects of significance in the Revolutionary era. But other significant aspects of life in this era must be related to these aspects of significance. For example, the inquirer might seek to show how the geographic environment, the economic circumstances, the class structure, and the values of Americans fitted together in a coherent and believable cultural pattern and how each of these aspects of the culture contributed to the movement for independence. In communicating the results of his study, the inquirer would seek to recreate, through evocative description and narration, enough of the diversity and coherence of the culture so that his audience could experience it vicariously.

Because of the close connection between integrative inquiry and the nagging ultimate question of identity with which all modern men live, whether they verbalize frequently or not, values enter significantly into this mode of inquiry. The aspects of other cultures that seem most significant are often those that have value implications for our own culture. For example, by studying integratively the Indian caste system and the relations among Europeans, American Indians, and Africans in early Virginia, the inquirer is able to sharpen his answers to the identity question in several different ways: (1) by understanding where his culture falls on the continuum of diverse patterns of group interaction known to human experience; (2) by understanding how the particular pattern of group interaction in his own culture developed; (3) by becoming explicitly aware of his own values related to group interaction, and in the process refining them and making them more coherent with his total system of values. As will become clear in the subsequent discussion of the policy mode, there is a significant overlap with respect to the inquirer's values between integrative thinking and policy thinking.

The effective development and utilization of social understanding requires a continual dialogue between the analytic and integrative modes of studying social phenomena. The exact understanding of abstract and replicable aspects of human behavior needs to be supplemented by a less exact but still rational and systematic comprehension of particular social situations in their totality. But there is another and perhaps even more important kind of interaction between analytic and integrative inquiry. The inquirer's sense of identity and values, as these are sharpened and refined through integrative inquiry, need to be brought into conjunction with a closely analyzed view of the behaviors and institutions through which values are given effect. Conversely, a closely analyzed understanding of social behaviors and institutions, as developed through analytic inquiry, becomes relevant to life only when brought into conjunction with the inquirer's sense of identity and values.

No analysis is finished and immutable. The search for new analytic frameworks and more explicit distinctions is a continuing one. With each new analysis--with the development of each new concept and generalization--there comes the need for a new integration. The task of integration is continuous for the additional reason that as the inquirer and his culture change, new dimensions of significance become apparent in the study of other cultures.

Inquiry Processes in the Analytic and Integrative Modes

Inquiry in the analytic and integrative modes can be divided into seven distinct processes for each mode. Each process in one mode has a process in the other mode that is analogous and in some cases significantly different. The similarities and differences between the parallel processes in the two modes can be best understood by discussing them together.

1. Observation. Observation in the analytic mode is necessarily selective. That is, observation proceeds through the use of conceptual tools that purposefully abstract certain facets from the total reality being observed. For example, the concept of "role" can be used to guide observations of human behavior, such as family relationships or work, to lift out certain facets of that behavior for particular study. The act of perceiving is of critical importance. Each observer brings a background of experience and meaning that influences what he perceives. Through instruction in the use of clearly defined concepts, perception can be sharpened in ways that improve the student's ability to observe.

Observation in the integrative mode differs from observation in the analytic mode in that the observer strains to be comprehensive, to include many relevant facets and features of any event being observed.

Three further useful distinctions may be drawn with regard to observation, in whichever mode. (a) Observation may involve either objects (for example, tools or other artifacts) or patterns of behavior (for example, roles or entrepreneurship). (b) Observation may be direct (as in the ethnographer's direct observation of behavior in a tribal culture) or indirect (through such media as documents, photographs, statistics, or reports of interviews). Because integrative inquiry happens more frequently to be concerned with historically remote peoples, observation in the integrative mode is more frequently done indirectly through works of art, literature, or historical accounts. (c) Observation often involves measurement, whether of number (quantity), extension (space), or duration (time); and measurement on any of these dimensions may be either relative or absolute.

2. Classification. In the analytic mode classification is usually by constructed classes, whereas in the integrative mode it is frequently by observed classes. That is, an observer working in the analytic mode may construct classes, whereas one working in the integrative mode may start with classes already created by people in the observed culture.

Thus in the analytic mode the inquirer contrives the classification "status" to name certain patterns of behavior. Using this "artificial" classification, or analytic concept, in observing a variety of cultures, he may go on to construct subconcepts such as "ascribed status" and "achieved status."

In the integrative mode, on the other hand, the observer starts with a classification that is perceived and used, sometimes more and sometimes less commonly and clearly, in the observed culture. He may then extend or sharpen the definition of the classification. Such classifications are applicable only to specific cultural situations and are, in fact, integrative concepts. For example, the classification "caste" may be observed to exist as a classification in Hindu tradition and Indian society. Used with reference to Indian society, therefore, "caste" is an integrative concept. But the observer can generalize the use of "caste" as an analytic concept by constructing a definition that would enable him to apply it to similar phenomena anywhere, such as race relations in South Africa. However, care must be taken to distinguish the two concepts lest the misunderstanding develop that caste is the same in both India and South Africa.

3. Definition. Purposeful observation cannot be separated in practice from classification; and neither can be separated from the process of defining the characteristics of a class. But the necessity of distinguishing between these interrelated inquiry processes will be clearer if it is remembered that the quality of inquiry depends upon the precision and clarity with which the classifications (or concepts) are defined.

In the analytic mode, the procedural test of the validity of inquiry is replicability, which means among other things, that the classifications or concepts must be replicable. Therefore it is essential that definition in the analytic mode be behavioral. This means that the classifications or concepts must be given exact definitions in terms of the observed behaviors they include. Independent observers, using a behavioral definition, should be able to agree whether that class of behavior exists in one or more social settings. Behavioral definition in the studies of man is analogous to operational definition in the physical sciences. The main difference is that in the physical sciences observations typically occur under controlled laboratory conditions, while in the studies of man most observation is of behavior occurring under natural conditions from which "contaminating" factors cannot easily be eliminated.

In the integrative mode, definition need not be behavioral, but should be refined. The inquirer does not simply accept an observed classification with all the ambiguity it may have in the minds of members of the observed culture. Instead he sharpens and refines the definition with an eye to its usefulness for the future processes of inquiry in the integrative mode. For example, a student of society in India would develop a clearer and more reflective definition of "caste" than the Indian man-in-the-street. Or the inquirer might develop and extend a definition that members of the observed culture are only slightly or vaguely aware of, for example, the "aristocratic reaction" in eighteenth-century France.

4. Contrastive Analysis (Analytic) and Comparison (Integrative). Suppose one has observed and classified certain patterns of behavior in the analytic mode and has given these categories adequate behavioral definition. Further inquiry in the analytic mode proceeds by contrastive analysis of the identities and the contrasts among the categories of behavior. By lining up the categories so that the identical characteristics among them are held constant, the critical respects in which they vary will become apparent. For example, "economic" behavior in the United States and the Soviet Union can be observed,

classified, and behaviorally defined according to the concept of "economic system," with its various subconcepts such as "production" and "decision-making." Contrastive analysis will then reveal that the two are identical as to "factors of production" but contrasting as to "decision-making." Extending the analysis to other societies, it is possible to classify economic systems as "traditional," "market," "command," and "mixed," mainly according to their contrasts in decision making.

Where contrastive analysis in the analytic mode looks to precise identities and contrasts, the analogous inquiry process of comparison in the integrative mode looks only to general similarities and differences. This is because integrative inquiry deals with unique events that, by definition, cannot be identical, but only similar to a greater or lesser degree. These degrees of similarity, however, are important to understanding the unique events under consideration. For example, one can understand the French Revolution better by comparing it with analogous but dissimilar events like the English Civil War, the American Revolution, and the Russian Revolution, as Crane Brinton has done in The Anatomy of Revolution.

In the integrative mode there is a second kind of comparison, the running comparison of observed events with one's own experience. One may study at-home phenomena; more frequently, one simply knows them, imperfectly or correctly, through introspection or memory. Given the thrust of integrative inquiry toward answering the identity questions, "Who am I, or who are we?" this kind of comparison is constantly occurring, at least implicitly. It is through this kind of comparison that the inquirer generates and tests believability, the overriding standard for assessing the validity of inquiry in the integrative mode.

5. Generalization (Analytic) and Holistic Integration (Integrative). In the analytic mode, generalization is the critical process by which the inquirer seeks to answer the question, "Why do people behave as they do?" In practice, generalization grows out of the previously described analytic process of contrastive analysis. Once patterns of behavior have been contrasted so as to identify the variables among them, the first step in generalization, generating hypotheses, can occur. An hypothesis is a statement about a possible relationship among variables in patterns of behavior. For example, two economic systems (patterns of economic behavior) may be under study. Contrastive analysis reveals that System B differs from System A in two respects: (a) people in System B have more specialized economic roles, and (b) per capita production is greater in System B. The inquirer might then generate the following hypothesis: "Division of labor results in greater productivity." The inquirer could not know how generally valid, or replicable, his hypothesis was, until he had practiced the next step in generalization, testing hypotheses. He would look at a number of other economic systems, with attention to the critical variables of division of labor and productivity, to see whether his hypothesis was confirmed. In the process of testing he might modify the hypothesis as to the conditions under which it was more or less valid, depending on still other variables (for example, technology and transportation). Or, if the results of testing were negative, he would have to generate a new hypothesis and start testing again.

The generalizations or theories that result from the generation and testing of hypotheses are never considered absolutely "right" or "wrong" but more or less useful as they have "scientific fit" with a growing body of related generalizations that seek to answer the question, "Why do people behave as they do?"

Interpretation of data is of critical importance in the process of generalization. For example, students need experience at all levels in explaining the meaning of data, considering alternative explanations, and formulating statements based on the evidence or data before them. It should be noted that interpretation of data involves the use of prior generalizations taken or given.

Generalizations may take the form of models, or perfectly logical descriptions of how systems of behavior would work if free of "contaminating" variables. The economists' model of an ideal competitive market system of economic behavior is an example. But in the studies of man the patterns of behavior described by models cannot easily be isolated for testing in the laboratory as they can in the physical sciences. In social reality prices rarely behave exactly as the economist's perfect competition model predicts. Yet the model is not for this reason deemed "wrong"; instead it is a powerful instrument for identifying the "contaminating" variables and analyzing their effect.

In the integrative mode, the inquiry process analogous to generalization is holistic integration. Holistic integration addresses itself in part to the question, "Why do (these) people behave as they do?" but only with reference to specific cultural situations. At the same time it seeks to answer, by comparison with these specific cultural situations, the question, "Who am I, or who are we?" These two ends are served by considering the relationships between wholes and parts. The desired integration of wholes and parts is achieved in cultural or historical terms or the two together. For example, the detailed study of one California mission may be related to a comprehensive study of mission life in California.

Cultural integration means treating a given cultural situation as an entity whose constituent aspects or social processes (such as economic institutions, family structure, value system, and political processes) are mutually supporting and reinforcing. Cultural integration may focus upon one or more institutions, themes of thought or feeling, or social processes that seem to permeate life in most of its expressions in that society. Examples would be the Church in medieval western Europe, the "spirit of capitalism" in parts of western Europe in the nineteenth century, the "frontier experience" in the early American West, or the inquiry-conceptual orientation to learning in a contemporary school. Statements about relationships of parts to wholes and of parts to other parts, in specific cultural situations, are, in effect, integrative generalizations; they are relatively more time-bound, space-bound, or culture-bound in contrast to analytic generalizations which have broader applicability.

Historical integration deals with the relationships that exist over time within a specific cultural setting, seeking to identify the causes of change in major aspects of the culture and to trace the course of change. Historical generalizations, therefore, are integrative generalizations about the causes of change in specific cultural settings. Historical integration in the inquirer's own culture is especially important for the identity question, "Who am I, or who are we?" Holistic integration that is mainly historical will usually contain substantial elements of cultural integration as well (for example, Gibbon's history of the decline of Rome), and the reverse is also true.

6. Communication. The results of inquiry must be recorded so that they can be communicated to others. Communication does not differ in the two modes except for the type of information being communicated. In both modes, the task is to find the language that communicates the intended information most adequately. In the analytic mode, precision of communication is a paramount necessity, and such languages as mathematics, statistical tables, graphs, maps, and explicitly stated propositions will often be used. Communication in the integrative mode may, because of the wider range and more speculative nature of the information to be communicated, more often use connotative and evocative as opposed to denotative statement and includes such languages as poetry, historical narrative, and works of art.

Students must learn to use the most appropriate language for the information to be communicated, and, of course, to read these languages as they are used by others. In addition they should develop the ability to translate from one of these languages to another, such as from graphs to verbal languages, both oral and written.

7. Inference. Inference, as here narrowly defined, is the process of putting the results of inquiry to further intellectual or practical use. The products of inquiry in the analytic mode are used for further inquiry in the analytic and integrative modes. For example, the generalization that division of labor results in increased productivity can be used in developing further generalizations about economic growth (analytic mode) or in understanding economic growth in a particular society (integrative mode). It is a common error to apply generalizations derived from analytic study improperly. This is sometimes called "overgeneralization." Overgeneralization may occur when an observer loses sight of the type of phenomena from which he derived a concept or generalization and tries to apply it to quite dissimilar phenomena, as when evolutionary concepts and generalizations from biological phenomena are applied to the development of social institutions.

Integrative inquiry focuses on the unique qualities of particular times and places. Therefore inference to different times and places must be made with special caution. For example, conclusions drawn from an integrative study of European feudalism can help the inquirer to ask questions about, and see aspects of, early Japanese "feudalism" that might not otherwise occur to him; but he must be extremely careful not to overgeneralize from one special cultural setting to a very different one.

Inference from both analytic and integrative inquiry is essential to rational decision making in the policy mode. Again there are dangers of overgeneralization. Where the danger of overgeneralization from analytic inquiry lies in misapplying conclusions from one type of phenomena to another type of phenomena, the danger in inference from integrative inquiry is that conclusions from one set of events will be misapplied to a quite different set of events. This is the "history proves" fallacy. It would be unsafe to base a foreign policy on the conclusion, drawn from events at Munich in 1939, that a nation should never make concessions to another nation in order to avoid war.

* * *

In summary it must be emphasized that these inquiry processes in the analytic and integrative modes are not employed separately and in strict sequence. That is, one does not move simply from observation to classification to definition and so on. Inquiry is typically circular, not linear.

The central processes are generalization in the analytic mode and holistic integration in the integrative mode. This is where the inquirer finally seeks to answer the questions,"Why do people behave as they do?" and "Who am I, or who are we, or who are they?" The initial processes of observation, classification, and definition are all conducted with some idea, usually imperfect, of the hypotheses to be generated and tested or of the kind of integration to be made. Moreover these initial processes cannot be sharply separated in practice from each other. At various steps along the line,the inquirer is sent back to the beginning, as the task of classifying may force renewed, more adequate observations, or the requirements of definition may force new observations and classifications. Contrastive analysis or comparison may suggest new possiblities of generalization or integration and thus force a new beginning at the point of observation. This circularity, as opposed to linearity, of inquiry should be simulated in classroom inquiry. At the point of generalization or integration, the procedure becomes more linear.

Finally it should be emphasized that one process in each mode is crucial to the validity of inquiry. In the analytic mode, the replicability of the inquiry depends upon the precision with which behavioral definition is performed. In the integrative mode, the believability of the inquiry is generated and tested in the running comparison between the phenomena being studied and the inquirer's own experience.

The Policy Mode and Its Inquiry Processes

The analytic and integrative modes pertain to understanding as they address the common human questions, "Why do people behave as they do?" and "Who am I, or who are we, or who are they?" An even more frequent question, asked by all men many times daily, is "What should I, or we, or they, do next?" The policy mode pertains to putting analytic and integrative understanding to use in answering this question.

Rational decision making in the policy mode requires more than utilizing understandings from analytic and integrative inquiry. In addition a man faced with the necessity of acting must consult his own values and, in the process, perhaps clarify and modify these values. For example, the President faced with a decision about raising taxes must receive the results of close economic analysis (analytic mode), must consider as well the more broadly based personal judgments of Congressmen and others about the willingness of voters to accept new taxes (integrative mode), must consult his own values and finally act (policy mode). The processes are fundamentally the same for the housewife faced with problems of budgeting.

Learning in the policy mode should develop the student's ability to act rationally and effectively to attain reasonable, mature, and therefore consciously chosen goals.

Rational decision making in the policy mode can be thought of as involving the following six processes:

1. Defining the Problem. The rationality of decision making in the policy mode depends heavily on the clarity with which the problem is defined. This process is usually more complex than it first appears. In the case of the President faced with a decision about raising taxes, for example, the most obvious problem may be the need for additional revenues to finance governmental services. But the problem has an additional dimension in the inflationary or deflationary impact of the decision on the economy. Still another dimension is the political effect of a tax increase, whether it will promote or diminish the chances for re-election of the President and his party. Thus a problem that may be defined first as, "How to increase revenues?" is seen to involve additional problems such as, "How to maintain economic stability and growth?" or "How to get re-elected?" Therefore the problem has to be defined to combine all these elements or to assign priority to one or more of them.

Any definition of the problem must be provisional and subject to revision as the further processes in the policy mode are utilized. That is to say, the inquiry processes in the policy mode are used in a circular rather than a linear fashion, just as those in the analytic or integrative modes.

2. Valuing. Men decide among alternatives on the basis of alternative values to be realized. The rationality of decision making depends, therefore, on the clarity with which the decision maker recognizes what he values and the priority he assigns to some values over other values. It is in the process of making decisions, moreover, that men articulate and refine their value systems.

Rational decision making in the policy mode includes, therefore, two steps in valuing. First the decision maker must identify clearly the values that relate to the problem--and this may involve, as has been seen, a redefinition of the problem. Second, he must then examine the relevant values as to their rationality and logical coherence with each other and with his value system as a whole. The "rationality" of values refers particularly to their origins, whether they have arisen from the blind acceptance of authority or from unconscious psychological needs (for example, the need to feel superior to other ethnic groups), as opposed to being developed autonomously and rationally. The very act of examining the coherence and rationality of the relevant values, will often cause them to be refined in the direction of greater coherence and rationality.

Only after the relevant values are identified, examined, and perhaps refined, is the decision maker prepared to resolve rationally, the often difficult question of which value should have priority (for example, the value of protecting the rights of the individual, as opposed to the value of protecting the security of society, in a decision about the rights of accused criminals).

3. Identifying Relevant Information. Rational decisions in the policy mode involve making proper inferences from inquiry in the analytic and integrative modes. The results of analytic inquiry provide a close view of key dimensions of a problem, while the results of integrative inquiry provide a broad grasp of the full complexity of a problem and its social context. The decision maker must identify which results of inquiry are relevant to the problem at hand, which means that he must also guard against the dangers of overgeneralization or improper inference.

4. Generating Trial Solutions. Once the problem is clearly defined and the relevant values and information are clearly identified, the rational decision maker proceeds by generating as many trial solutions or considering alternatives that are consistent with the relevant values and information.

5. Testing Solutions in Terms of Projected Consequences. At this juncture the decision maker utilizes the relevant information as he tries to project the consequences of one or more trial solutions, tracing the more remote and indirect consequences as far as they seem predictable. A President, for example, would try to predict the consequences of raising taxes, not only the effect on governmental revenues, but the effect on the economy generally and the effect on the political fortunes of himself and his party. Often this projection of consequences will raise new considerations of values and create the need for additional information.

6. Deciding. The final process in the policy mode is to decide. A rational decision is the decision whose projected consequences, as judged by the relevant information, are most consistent with the relevant values. The decision may take several forms: (a) to act in a certain way (to raise taxes now, for example); (b) not to act at all (to abandon the idea of raising taxes); or (c) to decide on a preference that may be acted upon in the future (to be predisposed to raise taxes as soon as it is politically safe to do so, that is, after the next election).

THE MODES AND PROCESSES OF INQUIRY: A SUMMARY LISTING

Analytic Mode	Integrative Mode
1. Observation: selective	1. Observation: comprehensive
1a. Objects/behavioral patterns	1a. Objects/behavioral patterns
1b. Direct/mediated	1b. Direct/mediated
1c. Measurement: Number/extension/duration; relative/absolute	1c. Measurement: number/extension/duration; relative/absolute
2. Classification: constructed classes	2. Classification: observed classes
2a. In terms of physical properties/patterns of behavior	2a. In terms of physical properties/patterns of behavior
3. Definition: behavioral	3. Definition: refined
4. Contrastive analysis	4. Comparison
4a. In terms of identities and contrasts of observed phenomena	4a. In terms of similarities and differences of observed phenomena
	4b. With one's own experience
5. Generalization	5. Holistic integration
5a. Interpretation of data	5a. Interpretation of data
5b. Generating hypotheses	5b. Cultural
5c. Testing hypotheses	5c. Historical
5d. Using models	
5e. Making predictions	
6. Communication	6. Communication
6a. Using appropriate language	6a. Using appropriate language
6b. Translating from one language to another	6b. Translating from one language to another
7. Inference	7. Inference

Policy Mode

1. Defining the problem
2. Valuing
    - 2a. Identifying relevant values
    - 2b. Examining and refinding relevant values
3. Identifying relevant information
4. Generating trial solutions
5. Testing solutions
6. Deciding

C. Concepts and Generalizations

Concepts are tools derived by inquiry and utilized in further inquiry. Essentially they are classifications of phenomena. Concepts may be divided into two groups, depending on how they are derived and used in the analytic or in the integrative mode.

Analytic concepts are drived by selective observation and precise definitions of patterns of behavior. In deriving analytic concepts, social scientists often discard the traditional meanings of words and adopt definitions that make the concepts analytically more useful as tools for observing social phenomena and for making generalizations and inferences. Thus a word such as "power" may be used by laymen in many ways, but the political scientist uses this work as an analytic concept with a precise definition in terms of a particular kind of observable interaction among people. Or the behavioral scientist may make up a new word, such as "ethnocentrism," to label a precisely defined pattern of behavior. Such an analytic concept enables the scientist to abstract from the total social phenomena under observation only those behaviors that conform to his definition. An analytic concept must be defined with sufficient precision so that another trained observer would abstract the same behaviors.

Integrative concepts are classifications of behaviors (events or series of events) that occur in particular times and places. Like analytic concepts they are abstractions, but they refer to unique occurrences of social phenomena. For example, a certain set of behaviors occurring in Boston in 1773 is defined integratively as "the Boston Tea Party," while a larger and more complex set of behaviors occurring throughout British North America in the 1770's and 1780's is defined integratively as "the American Revolution."

As these examples suggest, integrative concepts are often simply drawn from the culture in which the behaviors occurred (Bostonians of the 1770's talked of the "Boston Tea Party"). But scholars working in the integrative mode often give such concepts a sharper definition than the culture being studied had given them, or use conceptual terms that were only vaguely or infrequently recognized in the culture (for example: "the Enlightenment," "the Commercial Revolution," "Progressivism").

It should be borne in mind that concepts, both analytic and integrative, are tools of inquiry. They are developed, modified, or replaced wholly in terms of their usefulness as tools. For example, experience has shown that a heliocentric conceptualization of our solar system is a more useful tool for inquiry than a geocentric conceptualization.

Thus concepts are always somewhat arbitrary and artificial constructs. Since the domains of the various social sciences overlap considerably, and since each discipline has tended to develop its own array of concepts, different conceptual labels have sometimes been applied to the same or similar patterns of behavior. In order to cut down this confusing proliferation and duplication of concepts, this program has selected a limited array of what seem the most useful concepts for inquiry and used them consistently throughout the grades. It should always be remembered that any selection or arrangement of concepts is somewhat arbitrary; the paramount consideration is always their usefulness as tools for inquiry. Others may be added as needed to further inquiry into selected settings.

Generalizations are statements of relationships among conceptualized patterns of behavior. Hypotheses, theories, "laws," and models are all generalizations, varying in the degree to which they have been validated and in the way they are stated.

Generalizations, too, can be described as either analytic or integrative. Generalizations derived in the analytic mode are subject to precise empirical testing (for example, the proposition that the division of labor is accompanied by, or causes, increased production). Generalizations derived in the integrative mode are more speculative and less subject to precise empirical testing (for example, Weber's theory about the relationship between "the Protestant ethic" and the rise of capitalism). Historical generalizations are of the integrative kind and relate mainly to the causation of change (for example, the "Turner thesis" about the role of the frontier in American history).

D. Settings

Inquiry processes can be mastered and conceptual understanding of man in society can be developed only through the study of human behavior in particular time-and-place settings. If inquiry-conceptual objectives are pre-eminent, the primary criteria for choosing settings for any unit of study must be stated in terms of the inquiry-conceptual objectives for that unit.

But many different settings may be appropriate for meeting those primary inquiry-conceptual criteria. Therefore some secondary or "mileage" criteria for choosing settings come into play. These are of several kinds:

(1) Settings are to be selected that most directly and powerfully help students to answer the ongoing human identity question, "Who am I, or who are we, or who are they?" in nonethnocentric and nonparochial terms. This means that the array of settings for the program as a whole should include a great variety of cultures ranging over time and space and types of societies. It also means that settings must be relevant to concerns of students and to societal changes and needs.

(2) Settings are to be selected that optimally meet the student's developmental needs for certain kinds of understanding, as these needs vary according to age, experience, and ability.

(3) Settings are to be selected that provide certain kinds of information. Though mastery of factual information *per se* is not a primary objective of an inquiry-conceptual program, certain knowledge is needed by all students--for example, knowledge about the basic geographic features of the world and, in greater detail, the United States, or knowledge about the structure and mechanics of the American political and economic systems.

(4) Settings are to be selected that provide information needed as a foundation for learning at later points in the program. Here the most important example is knowledge needed to practice the inquiry process of historical integration. Because effective practice of this process requires mastery of all the other inquiry processes in the analytic and integrative modes, historical integration is emphasized in depth in Grades 10-11. In these two years students are expected to achieve an integrated view of the historical experience of American and Western man, as well as some understanding of non-Western men. If successful historical integration is to occur, students will need much more historical knowledge than can be acquired during these two years. In some of the earlier grades, therefore, settings

TOPIC 1: HOW DO ORDINARY CITIZENS INFLUENCE DECISIONS WHICH AFFECT THEM?

INQUIRY PROCESSES

- **Analytic**
  - Observation: selective
  - Classification: constructed classes
  - *Definition: behavioral
  - *Contrastive analysis
- **Integrative**
  - Observation: comprehensive
  - Classification: observed classes
  - *Definition: refined
  - *Comparison
    - Similarities of observed events

CONCEPTS

- **Political and Economic Cultures**
  - Constitution
  - Values (Instrumental, ideologies and utopias, expressive, traditional, conventional wisdom)
  - **Political Representation and Public Opinion**
    - Individual expression
      - (voting, letter writing, consumer behavior)
    - Aggregated expression
      - (election returns, public opinion polls; mass media as public watchdogs)
    - Organized expression
      - (Political parties, labor unions, other para political organizations)
    - Collective expression
      - (Demonstrations, riots, petitions)
    - **Political Responsiveness to Public Opinion**
      - Domestic policy (including pocketbook issues)
      - Foreign policy
      - Economic policy (including marketing decisions, governmental regulations, corporate policy, union policy)

SETTINGS THAT MEET THE CRITERIA
See examples in the discussion

must be chosen that provide significant historical knowledge, while at the same time meeting the primary inquiry-conceptual objectives of these earlier studies.

The settings outlined in this report are suggestive only. In a given unit of study, any setting may be used that fulfills both the primary and secondary objectives of that unit. With imagination and much work, these several ends can often be served simultaneously. Thus at any classroom moment, specified inquiry processes and conceptual understandings should be under development. At the same time, the settings may be impinging on identity questions and providing personally needed understanding. They also may be furnishing generally needed information and laying the informational groundwork of later studies. Where imagination or energy fails and these ends cannot all be met, inquiry-conceptual goals are prior, while the secondary or "mileage" criteria should be honored in the priority listed.

E. The Social Sciences and Classroom Inquiry

Fundamental to the development of the "New Math" and the "New Science" has been the idea that learning should be built around the structures of the scholarly disciplines. This fruitful idea has a somewhat different application in social sciences education. The disciplines that have defined themselves in the areas of history and the social sciences are numerous, widely overlapping, and only partly and variously characterized by special intellectual strategies and processes. Unlike physics, chemistry, and biology, the social disciplines do not stand in as neat a hierarchical relationship to one another. The articulation between chemical and biological fact is relatively clear and straightforward, for example, compared to the ambiguous articulation between economic fact and psychological fact. And current changes in the social sciences suggest that the confusion of disciplinary boundaries and relationships will continue, if not increase. To enshrine current disciplinary definitions in the school curriculum, therefore, would probably result in duplication, confusion, and rapid curricular obsolescence.

So much do the social sciences interpenetrate--so much do they overlap with regard to objects of study, conceptual tools, and processes of inquiry--that it seems far less confusing and far more fruitful to think of a single interdisciplinary structure for the studies of man. This structure consists, first, of the array of inquiry processes in the analytic, integrative, and policy modes, embracing the full range of inquiry processes employed by all the social disciplines. It consists, second, of a broad array of concepts and generalizations, embracing those conceptual tools from all the social disciplines which seem most useful for developing social understanding in the classroom, simplified to eliminate duplication and varying terminology.

This program, then, ignores the particular boundaries and special vocabularies of the different disciplines, but asks of all the disciplines what are the most effective conceptual and procedural tools they can bring to the study of man in society. Firmly gounded in the disciplines, based upon a structure of inquiry processes and conceptual tools in which all the disciplines participate, the program is nevertheless adisciplinary.

It is important to recognize, moreover, some critical differences between the general process of discovery as practiced by scholars and the general process of inquiry as practiced by students in the classroom.

Scholarly discovery involves large amounts of "divergent" as opposed to "convergent" thinking, especially in its early stages. By imagination, hunch, and intuition the scholar seeks to pose significant questions, to select relevant data, and to generate useful hypotheses. He has no guarantee that he will succeed in answering the questions he poses, and he can only hope that he will not end up in too many blind alleys from which he must turn back and begin again. No one screens his raw data to assure its relevance or adequacy to his problem. Nor can he be confident about completing his inquiry within any given time. Only gradually, as his hypotheses, equations, models, or artful narratives take shape and begin to be confirmed, do the convergent elements in his thinking begin to outweigh the divergent elements; and only when his conclusions have been finally confirmed does the interplay between divergent and convergent thinking end. The report of his findings tends to be convergent, eliminating much of the intuitive and divergent thinking that went into his actual research, especially that part of it which proved fruitless or irrelevant to his final conclusion.

Pure discovery of this kind would be wasteful and, indeed, impossible in the classroom. The simulated discovery that is classroom inquiry differs from scholarly discovery in two principal respects. First, the raw data or phenomena presented to the student are selected so that he will not become unduly confused or frustrated by dealing with too much that is irrelevant, and so that he will not have too much data to cope with in the time that is available for a particular unit of learning. Second, the student is led toward or provided with some of the more basic conceptual tools that scholars have developed, so that he does not have to start where men began thousands of years ago in their efforts to understand themselves. Thus classroom inquiry tends to be far more convergent than the scholarly discovery that it simulates.

This bias toward overly convergent thinking must be guarded against in classroom inquiry. Children should be encouraged to be imaginative and to develop their abilities to see things in as many ways as possible. Especially they should be encouraged to be imaginative and to develop their abilities to see things in as many ways as possible. Especially should they be encouraged to think divergently when they are still young enough to be uninhibited by the need for a specific product as a result of their inquiry. At no stage should their studies of man be thought of as the acquisition of a stock of "pat" solutions to past and present problems, with the idea that these will be applicable to problems of the future. For the curricular planner and teacher this need to encourage divergent thinking means constant effort to provide scope for the generation of varying questions, hypotheses, and conclusions.

Yet divergent thinking must come into contact with convergent thought if it is to have direction. Convergent thinking provides models against which the various products of divergent thinking can be measured. Even at an early age, therefore, the aim must be to keep alive the ability to see phenomena in the widest variety of ways, while at the same time developing recognition of the need to arrive at viable solutions to problems. Maintaining this delicate balance is perhaps the most difficult aspect of classroom inquiry.

PART III

A FRAMEWORK FOR CLASSROOM INQUIRY: GRADES K-12

This framework is intended to be a flexible starting point for a continuing process of innovation, evaluation, and revision. As explained in Part I, the rapid growth of knowledge makes it imperative that curriculum revision be an ongoing process. Therefore, the greatest possible freedom has been retained in the sequencing of studies within blocks of grades and in the choice of settings.

A. Design of the Program

Overall Design

The components of the curriculum are arranged by blocks of grades as follows:

Grades K-2	Mankind: Man's Distinctive Characteristics
Grades 3-4	Man and Land: Cultural and Geographic Relationships
Grades 5-6	Mankind and Men: Interaction, Diversity, Individuality
Grades 7-9	Systems: Economic and Political; Urban Environment
Grades 10-11	Historical Integration: Relation of Past and Present
Grade 12A	Decision Making: Deciding Social Policy in the United States
Grade 12B	Capstone Courses: A Variety of Offerings

The studies within each block of grades are built around the major elements described in Part II: the modes and processes of inquiry, selected conceptual tools, and settings. The studies have been arranged so as to facilitate a sequential mastery of the several modes and processes of inquiry, with particular modes and processes emphasized in each block, although others may be used. Relevant conceptual content has been identified for each block of grades. The following paragraphs highlight the sequential arrangement of modes and processes of inquiry and conceptual content. Presented in Appendix B is a summary of the inquiry and conceptual components of the program and illustrative settings for each block of grades.

Explicit instructional emphasis is given to the analytic mode in the K-6 blocks of grades. Primary attention is given to observation and classification in Grades K-2. Behavioral definition is singled out for direct instructional attention in Grades 3-4 along with contrastive analysis and aspects of generalization. These processes are developed further in Grades 5-6. Communication is given attention at each level. The intention is to bring the analytic mode to a high level of development as a basis for improved use of the integrative and policy modes. The greater precision of the analytic processes should make it easier for children to perceive and to think about them as processes and at the same time to discover the differences and advantages in systematic as opposed to untutored thinking. The analytic mode is sharpened and refined in Grades 7-12.

The sequence of processes in the integrative mode begins with observation, classification, and comparison in the K-2 block. Holistic integration is introduced in Grades 3-4 and used more extensively in Grades 5-6. The integrative mode is used throughout the 7-9 block and brought to a sophisticated level of development in Grades 10-11.

The policy mode is used at all levels to deal with issues and problems. The process of valuing is introduced in the K-2 block and used in succeeding grades. Other processes may be used as relevant to topics under study. Formal and systematic instruction on the policy mode is emphasized in Grades 7-9 and brought to still higher levels of development in Grade 12A.

It is recognized that a variety of processes will be used in a given unit of instruction; for example, comparing, interpreting, defining, generalizing, and other processes are inevitably involved in the study of a given Topic. The purpose of indicating particular processes at different levels is to make sure that direct and systematic rather than incidental attention will be given to them.

The conceptual content of Grades K-6 is focused on the essential characteristics of men and human society. In Grades K-2 children are asked to think about human communication, how man is different from animals, man's relation to the natural environment, and social organization, especially rules and roles. Key aspects of culture, man's relation to the natural environment, and urban life are intensively explored in Grades 3-4, along with consideration of the cultural and "racial" similarities and differences among men. Finally, having focused heavily on how men interact and how groups differ, Grades K-6 conclude with a consideration of human interaction, diversity, individuality and creativity in several cultural settings. The settings throughout these early years cover a wide range of human situations, even the California setting in Grades 3-4 emphasizing the different cultures that have occupied the same natural environment.

Conceptual development in Grades 7-9 is focused on major social institutions, selected in terms of their relevance to problems of the world in which today's students will be living as citizens. Political and economic systems are studied analytically and comparatively in a cross-cultural perspective and in relation to each other. This part of the study, occupying about two-thirds of these three years, culminates in a study of the contemporary American and a contrasting system, and in a policy study of the problem of modernization in the underdeveloped world. The remaining portion is devoted to a study of urban development, culminating in a policy study of urban problems and urban improvement.

A broad array of social-science concepts is brought to bear on the historical topics in Grades 10-11. The primary concepts in the integrative mode (which is emphasized) are specific to the culture being studied and are thus inseparable from the settings. In the first half of these studies the focus is on major aspects of the development of the United States; the focus then shifts to major aspects in the development of the modern (mainly Western) world; and a final unit of study analyzes in depth the history of a major non-Western culture.

Conceptual content related to the study of decision making in the present-day United States is included in 12A. Conceptual content for 12B should be selected as needed to provide relatively specialized and sophisticated courses designed to meet the special interests of different student populations and to capitalize on the capabilities of different teaching staffs.

The settings suggested in this report are linked closely to the development of inquiry skills and concepts noted above. Special care has been taken to suggest settings that meet the criteria in Part II, Section D. In general, increasingly more complex settings in terms of time, place, conceptual content, and inquiry processes are proposed for each succeeding block of grades. The suggested settings are also arranged so that learnings in preceding grades may be further refined and extended.

Relationships To Other Curricular Areas

This program has many linkages to the natural-science curriculum on one side and to humanistic studies on the other. In the earlier studies of human culture, in its aspects of communication, tools, and social organization, uniquely human qualities are best seen by making comparisons with nonhuman forms of life. Similarly much of the early work in classification is akin to set theory. At such points every effort should be made to relate the work in the social sciences to the parallel work in the natural sciences and mathematics, so that they may reinforce rather than duplicate one another. In all cases where the social-science program makes use of phenomena from the natural sciences, such materials are used only insofar as they contribute to a better understanding of man.

The growing interest in strengthening humanistic studies in the schools should provide increasing opportunities for coordination and mutual reinforcement between the study of man in society and the study of literature, language, art, music, and philosophy and religion. Linkages to humanistic studies become more numerous in the middle and later grades, particularly as the integrative mode is developed (see especially Grades 5-6, Topic 5) and as cultural and historical integration are increasingly utilized.

Contemporary Affairs

Provision should be made for the study of contemporary affairs throughout the program. A critical selection should be made in light of such criteria as significance, relevance, availability of background material, ability of students, and topics currently under study in the program. The use of contemporary affairs makes it possible for students to apply inquiry skills and concepts to live events, issues, and problems. Thus transfer of learning may be enhanced. As this is done the teacher should make systematic assessments of the ability of students to apply inquiry processes and concepts. Valuable clues for improving instruction may be obtained and used to improve future learning experiences.

Legal Requirements

Requirements related to the study of various disciplines, California, the United States, minority groups, and Western and non-Western civilizations, have been checked in this program. Basic disciplines are represented as shown in the summary in Appendix A. Instruction on California, the United States, minority groups, and Western and non-Western civilizations is provided at several points in both the elementary and secondary portions of the program.

B. The Program by Blocks of Grades

Within each block of grades, the studies are subdivided into Topics. The "label" for each Topic is a question, and the topical question is intended to suggest both the conceptual content of the Topic and the nature of the inquiring learning within it. See Appendix C for examples of classroom inquiry related to selected Topics in each block of grades.

Each Topic is introduced by a chart containing the inquiry processes and concepts that are to be emphasized. Suggested settings that meet the criteria (see Part II, Section D) are presented in the discussion that follows each chart. In interpreting the charts, it is important to note the following:

1. Only inquiry processes which are explicitly treated are typically listed. Occasionally an inquiry process which enters critically but which is not explicitly treated is listed in parentheses. Explicit treatment means that the class not only performs the process but talks about it directly.

2. Where an inquiry process is markedly central, relative to others also present, that process is marked by an asterisk (*).

3. Only analytic concepts are listed in the concept column. Integrative concepts, being by definition specific to particular times and places (see Part II, Section C), are inseparable from settings and in the Topics where they figure are indicated in connection with the settings.

4. The concepts listed are those which are explicitly used. Critical concepts which enter but which are not explicitly used by the class are listed in parentheses. In the earliest grades, child-like near-synonyms will frequently be substituted; where this is especially evident, the child's "concept" is listed, with its equivalent in brackets.

The text that follows the chart for each Topic discusses briefly in turn: (a) the inquiry processes to be given explicit attention, (b) the concepts to be developed and utilized, (c) the criteria for settings as illustrated by the suggested settings, and (d) examples of behavioral objectives to be attained.

Topics within a block of grades need not necessarily be taught in the sequence in which they are presented. In fact flexibility seems highly desirable to enable individual schools and school districts to meet the varying needs of their school populations, to adapt to varying arrangements of grades, and to make the most effective use of available instructional materials and personnel. Wherever important advantages are seen in a certain sequence of Topics, these are pointed out in the introductions to blocks of grades. Elsewhere it is assumed that Topics may be rearranged without significant loss, provided only that inquiry processes and conceptual understanding remain the primary focus of attention, and that the former especially unfold in a logical sequence.

Grades K-2: Mankind: Man's Distinctive Characteristics

Inquiry, in these early primary grades, exists on two levels. On the overt level the child is asked, throughout Grades K-2, to observe, to classify, to communicate. Inquiry is mainly directed to classification and to the purposeful observation required by classification. It is desirable that classroom activities be timed so as to permit maximum reinforcement between classification in these social realms and classification in the realms of the natural sciences and mathematics (i.e., sets).

At the same time a no less important kind of inquiry is covertly going on. If one looks to the child's intellectual capacities at these ages and to his pressing "needs" for certain kinds of understanding, one becomes aware of the importance of the running comparison (in the integrative mode) that the child inevitably makes between what is being studied and his own experiences. The main end-product of this covert inquiry is self-recognition (self-awareness, self-identity). The child's running comparisons remain and should remain largely implicit, private to each child except as he at his initiative makes them public to his fellows and his teacher in the classroom. The child also uses processes in the policy mode as attention is given to problems and issues that arise in classroom activities and units of study. For example, the making and carrying out of rules in the home, school, and neighborhood offer opportunities for the consideration of values, alternatives, and consequences of alternatives.

The intention is to provide occasions for children to inquire in ways they can manage at these ages, and to bring them to some measure of self-awareness of themselves as inquirers. At the same time the child should gain sharper recognition of himself as human, as one (cultural) kind of human, and as a son, boy, brother, friend, and newly, a student.

The self-identity objective is a major consideration in the choice of conceptual focus for these years. The effort is to provide fundamental knowledge about the nature of man. Such knowledge will serve as a foundation for later study while at the same time serving the child's needs for self-recognition in such crucial areas as roles, rules, and communication.

By the end of the K-2 sequence the child should recognize the man-made nature of rules, recognize thereby the modifiability of rules, recognize conversely the utilities of rules, and come to see himself as participant in and partially creator of several systems of interaction, including most critically the classroom itself. A heavy shift to inquiry modes of instruction is occurring in all fields of study. Social sciences education bears a special responsibility for bringing to the student some awareness of himself as an effective participant in the system of human interaction that is the inquiry-oriented classroom, and to prepare him for effective participation in the rule-making such a system requires. Without this, serious classroom inquiry in the natural sciences, in the humanities, and in the studies of man is at best difficult.

The settings for these early studies are the child's family, neighborhood, classroom--not total communities--and the equivalents of these social units drawn from smaller and "simpler" societies, tribal and peasant--not from complex urban societies. Animal groups are also studied. Animals and culturally strange human groups are introduced, not for their own sake, but as especially powerful stimuli to evoke in the child a comparison with his own experience.

Children in our classrooms come from culturally diverse backgrounds, and during these years they will be adjusting their behavior and attitudes to the cultural differences that exist in our society. If a classroom contains children from two different cultural backgrounds, they may probably adjust more easily and comfortably to the fact of cultural differences through the study of a "third culture" with which none of the children in the classroom are likely to be directly identified. Therefore, the culturally different human groups selected for study, especially in these early years, may be "third culture," in this sense.

In adult form, the knowledge to be yielded by these studies takes the form of verbal answers to the following questions: How is man like some other forms of life (i.e., mammals)? How is man unique among forms of life (i.e., written language and culture)? How is any man like all other men? How is any man like some other men? How is any man like no other man? How are animals affected by their natural environs? How are men affected?

Adults and older children can come, through study, to accurate and brief verbal answers to these questions. In these early grades, however, a better "answer" may be evidenced when a child "tunes out" the teacher and other children for a brief space, and looks off into the distance in his preoccupation while a new idea takes root, in whatever childlike form and however unutterable. It is not suggested that successful learning is unmeasurable in these social realms and in these grades, but it is not to be measured solely by a child's facility with adultlike, verbal answers to the questions raised in these grades.

These studies are divided into five Topics. This does not imply that the Topics should be presented in strict sequence through the three years. Instead any or all of them can be initiated in Kindergarten, with subsequent units of each kind reintroduced in Grades 1 and 2 with some increase in complexity. Cautious shifts in the sequence of conceptual focus are possible, but a sequence of inquiry processes from the simplest to the more complex should be maintained.

Inquiry Processes

The overriding inquiry objective of this first Topic is development of the interrelated processes of observation and classification in the analytic mode. Emphasis is on the direct observation of organisms seen as objects. Such observation is to the purpose of classification, using constructed classes based on the physical properties of the observed organisms. Observation is thus selective and attentive to those physical properties by which

TOPIC 1: WHAT IS A MAN?

INQUIRY PROCESSES	CONCEPTS
Analytic Observation: selective Objects (and behavioral patterns) Direct (and mediated) *Classification: constructed classes In terms of physical properties (In terms of facets of behavior) Integrative (Comparison: with one's own experience)	Human or man or mankind; reptiles; mammals; etc. (Infant dependency) Needs, wants Work, play Learn

SETTINGS THAT MEET THE CRITERIA
See examples in the discussion.

organisms are assigned to one or another class (for example, reptiles). There is also some mediated observation (for example: silent films, pictures, or stories) of culturally different groups and some classification based on patterns of behavior (for example; infant dependency), but the children are to be made explicitly aware only of the simpler processes of direct observation and classification in terms of physical properties. Finally, a running comparison between observed phenomena and the child's own experience (a process in the integrative mode) is inevitable and highly desirable, though it should remain implicit at this juncture.

Concepts

The conceptual content of this Topic is dictated by the consideration that human social behavior rests on man's essential nature. Social understanding may begin with an understanding of the qualities that distinguish man from other forms of life and therefore make him human. The starting point should be man's biological constitution, the physical qualities that furnish the basis for his social, intellectual, and moral behavior. Thus the focus here is on the concept "man" or "mankind." Other concepts (classifications such as "reptiles," "mammals") are introduced only because the concept "man" is better understood in a comparative context.

One characteristic that distinguishes man from other forms of life, prolonged infant dependency, particularly needs attention at this point. Children should gain some understanding that man's prolonged period of learning is essential to his uniquely human capacities. Furthermore attention to this characteristic of mankind is especially important in enabling the young child to relate what he is learning about man to his own experience and to the learning in other Topics about rules, roles, and communication. It is not expected, however, that children at this level will verbalize the concept of infant dependency.

Settings

The inquiry-conceptual objectives of the Topic suggest that the settings should meet the following criteria:

(1) They should include both human and several quite dissimilar nonhuman forms of life (for example, reptiles and mammals).

(2) They should include several different groups of humans, at least one group being as dissimilar as possible from the child's own (for example, Pacific islanders or eastern woodland Indians).

(3) They should be as directly observable as possible, for example: live reptiles, insects, fish, or mammals in the classroom; the members of the class themselves as one group of humans. Films with natural sound, or with the sound track turned off, may be used.

Behavioral Objectives

The major objective of this Topic (or strand extending through Grades K, 1, and 2) is for children to begin to think about the qualities that distinguish man from other forms of life and therefore make him human. Students should be able to:

Classify animals in the classroom and the immediate environment in categories, such as flying, walking, crawling, swimming, furry, feathery, living, dead, brown, green, insect, and others.

Classify the above and other animals, observed directly or indirectly, into more "scientific" categories such as insects, mammals, reptiles, and amphibians.

Express rhythmically the activity patterns of animals with common characteristics.

Identify through observation of individuals in the class and pictorial materials, important characteristics of the classification "human."

Represent by means of charts, markers on string, or other devices, the life cycles of man and other forms of life.

Explain why infant dependency ("being a child") is of such different duration in different forms of life.

Summarize ways in which man is different from animals.

TOPIC 2: HOW DO MEN AND ANIMALS ADAPT TO AND CHANGE THE LAND THEY LIVE ON?

INQUIRY PROCESSES

Analytic
- Observation: selective
  - Objects
  - Direct and mediated
  - Measurement: relative extension and duration
- *Classification: constructed classes
  - In terms of physical properties
- Communication

Integrative
- (Comparison: with one's own experience)

CONCEPTS

- Landforms and water bodies (selected): hills, plateaus, mountains, rivers, lakes, oceans
- Climate
- (Space and time)
- (Topography)
- (Erosion)
- (Adaptation and ecology)
- Environment

SETTINGS THAT MEET THE CRITERIA

See examples in the discussion that follows

Inquiry Processes

Again, the emphasis is on observation and, particularly, classification in the analytic mode. *Observation* continues to be focused on *physical objects*, but the children now become more aware of the difference between *direct* and *mediated* observation (as, for example, between the direct inspection of adjacent landforms and the inspection of erosion models and aerial photos in the classroom). *Measurement* enters as a new aspect of observation, being confined at this stage to the recognition of *relative* distance or extension. *Classification* into *constructed classes* becomes more explicitly evident, because the children are themselves asked to construct the classes and to sort phenomena which form a continuum into those more or less arbitrarily constructed classes (for example, hill-mountain, lake-ocean). The constructed classes should, moreover, be named by the child and attention drawn to naming as such, so that *communication* becomes explicit as an inquiry process. *Comparison with one's own experience*, in the integrative mode, continues to be inevitable and desirable.

Concepts

The conceptual content of this Topic is partly explicit and partly implicit. Explicitly the children are to develop the basic conceptual tools for thinking about man's physical environment, mainly the family of concepts classifying landforms, water bodies, and climatic features. They should also come to recognize that the physical environment changes, either through processes like erosion that are constantly going on or through great events of geological history, such as the advance and retreat of the polar ice cap.

On a more implicit level the learning experiences in this Topic should cause children to perceive the important relationship between life and its physical environment. Specifically they should come to see: (1) that changes in a physical environment have profound effects on the life in that environment (for example, the extinction of the dinosaurs); (2) that most forms of animal life are restricted to a particular kind of physical environment; (3) that man is able to live almost anywhere in the world; and (4) that men live differently in different kinds of physical environments.

Settings

Several classes of phenomena should be studied if the inquiry-conceptual objectives of this Topic are to be met:

(1) Landforms and water bodies including simulated landforms (for example, an erosion model) and aerial photos in the classroom.

(2) The members of the class and the physical features and structure of their immediate community.

(3) One or more human communities in radically different environments (for example; Eskimos, Bedouins, or a group in a tropical environment).

(4) Selected animal groups, including prehistoric animals that became extinct because of environmental changes.

Behavioral Objectives

During the years K-2 children should come to understand major geographic features, something of how animals adapt to differing natural environments, and something of how human adaptation differs from animal adaptation. Specifically, children should be able to:

Identify, in the immediate environment and in photographs, pictures, and simulated landform models, such natural surface features as plains, hills, plateaus, valleys, mountains, rivers, lakes, oceans.

Construct models of various landforms and demonstrate the process of erosion.

Draw pictures showing several familiar local forms of life living in appropriate habitats.

Describe the characteristics that enable one of the above forms of life to live in a certain habitat, so that the other children can recognize which one it is.

Explain to the class or on tape why dinosaurs ceased to exist.

Identify the chracteristics that enable polar bears to live in the Arctic and camels in the desert.

Identify the things man does to enable him to live both in the Arctic and in the desert.

Summarize the adaptive chracteristics of man which enable him to live almost anywhere.

Match pictures of various groups of men with appropriate climatic and geographical regions.

Identify places on the globe related to the above.

TOPIC 3: WHY DO THINGS HAVE NAMES?

INQUIRY PROCESSES	CONCEPTS
Analytic	Name (symbol)
Observation: selective	Gesture
Behavorial patterns	Language (written language)
Direct and mediated	(Communicate)
Classification: constructed classes	
In terms of patterns of behavior	
*Communication	
Integrative	
(Comparison: with one's own experience)	Learning, man's ability to communicate
Policy Mode	
(Valuing)	
SITTINGS THAT MEET THE CRITERIA See examples in the discussion that follows	

Inquiry Processes

Observation remains selective, in the analytic mode, but the emphasis shifts physical objects to behavior patterns. Observation continues to be both direct (behavior patterns of children and animals in the classroom) and mediated (films, tapes, and photos of other human and animal groups). Observation is to the purpose of classifying behavior into constructed classes, these formed by attention to selected patterns of behavior (specifically communication behavior, for example, vocal as against gestural, or naming as against nonhuman vocal utterance). Communication here enters in two ways: as phenomena to be observed, and as an inquiry process. The latter, that is, the naming of observed classes, is the point of major attention. The child is asked to communicate about (observed classified) communication, and to recognize something of the powers inherent in naming classes of things. Implicit comparison with one's own experience, in the integrative mode, continues to be inevitable and desirable. Valuing is used in the context of communication as noted below.

Concepts

The main objective is to convey the idea of communication, particularly the idea of human communication through words, most particularly through the naming of classes of things. Specifically, the children should begin to develop the following conceptual understandings: (1) that communication in one form or another exists through a wide array of forms of life, in forms both gestural and vocal; (2) that human communication has the unique and crucially powerful feature of using names (or symbols); (3) that naming (or symbols) provides the basis for human language, both spoken and written; and (4) that different groups of humans have developed different languages. As these conceptual understandings are approached, they should stimulate in the child reflection on the nature and value of the world of books and of demands for mastering communication skills (reading and writing) that now surround him.

Settings

Possible settings include the membership of the class itself, with comparative reference to animal groups and dissimilar human groups. Selected animals should include some that can be observed directly in the classroom (for example: cats, rats, ants). Different human groups must necessarily be observed through films, tapes, and photos, except insofar as the children may interview people speaking other languages than English. These groups should be selected in terms of their distinctive patterns of communication behavior (for example; the gestures, symbols, and sign language of the Plains Indians, or the ceremonial gestures and ideographic writing of the Japanese).

Behavioral Objectives

In developing and demonstrating an understanding of communication, gestural and vocal, nonverbal and verbal (that is, symbolic, using names, language), children should be able to:

> Simulate and translate into verbal communication a range of gestural communications, both animal and human, based upon direct observation in the classroom and on pictures and silent films.
>
> Simulate and translate into verbal communication a range of vocal but nonverbal communications, both animal and human, based upon direct observation in the classroom and films with natural sound only.

Simulate the human nonverbal equivalents of animal communications, both gestural and vocal.

Distinguish between verbal communication (human) and nonverbal communication (human and animal).

Develop a rudimentary oral language to use in a game or activity, distinguishing between words that describe objects and words that describe actions.

Develop a rudimentary pictographic language and write a story in it, comparing it with pictographs used by such groups as the Plains Indians.

Explain the origins of a few words.

Identify ways in which gestures and/or words are used in different languages to say "hello," "good-bye," "yes," "no," "thank you," etc.

Summarize the many ways in which people communicate.

TOPIC 4: WHY ARE THERE RULES FOR EVERYONE?

INQUIRY PROCESSES

Analytic
- Observation: selective
  - Objects and behavioral patterns
  - Direct and mediated
- Classification: constructed classes
  - In terms of physical properties
  - In terms of patterns of behavior

Integrative
- Comparison
  - *Similarities of observed events
  - With one's own experience

Policy
- Valuing

CONCEPTS

Rules (roles)
Family, community (social group)
Needs (material wants, scarcity)
(Age and sex statuses, infant dependency)
(Division of labor, and of authority, by age and sex statuses)
Work, play
(Need for rules)

SETTINGS THAT MEET THE CRITERIA
See examples in the discussion

Inquiry Processes

Observation and classification in the analytic mode are continued, but the operations now become more complex. The child is asked first to observe objects (organisms) according to selected physical properties (age and sex), and is further asked to classify by age and sex. Then he is asked to observe again, now shifting attention to behavior patterns, (roles) and classifying according to these selected patterns of behavior. The logical next step is for the learner to compare and contrast the classes, but in the analytic mode this would mean the rigorously systematic process of contrastive analysis, which learners at this age would find difficult. Therefore a shift is made to the integrative mode and to the process of comparison as to the similarities of observed events (role, differentiations by age and sex among animal and human groups). At the same time the learner continues the related integrative process of comparison with his own experience. While these processes of comparison now become somewhat explicit, the results of the comparisons will often and frequently should remain private to the child. The process of valuing is used as attention is given to the need for rules and the making and changing of rules.

Concepts

The main objective is to convey the idea of role (seen concretely by young children in school as an array of new "rules" or expectations). Children should come to recognize that roles are named classes and that each child participates in a multiple array of roles, classes. The stimuli to evoke in children such thinking are comparisons. By observing the organization of various animal and unfamiliar human groups (in comparison with the child's own), the child should begin to develop the following conceptual understandings: (1) that social groups (families, communities) organize themselves for meeting the needs (material wants in a context of scarcity) of their members; (2) that this organization (division of labor) assigns different functions (roles, expectations) to different members of the group; (3) that age, sex, and varying patterns of infant dependency are basic factors in the assignment of roles; (4) that rules are the concrete expression of the roles (expectations) assigned by the division of labor; and (5) that members of the group also have different roles in the development of rules for work and play (division of authority). During these years each child should grow from the sense that rules are mysteriously "out-of-the-blue" to the more accurate sense of rules as man-made, alterable tools of greater or lesser utility for enabling groups-at-work to meet their needs and accomplish their purposes. The overarching question throughout is: How do they (and we) organize themselves (ourselves) to get what they (we) need?

Settings

The settings continue to be threefold: members of the class, selected animal groups, and unfamiliar human groups. Members of the class are to look at themselves in the group contexts to which they belong, classroom, family, playground peer group, and immediate community. Animal groups are to be selected that show contrasts in characteristics and roles by age and sex, and at least some of them should be directly observable at home or in the classroom (for example: bees or ants, fish, local birds). Culturally different human groups (observed through films, pictures, stories and other media) should be chosen so as to exhibit similarities and differences with the child's own group in terms of the division of labor and authority in the settings with which the child is most concerned, that is, the family, the immediate neighborhood, and the cross-cultural equivalent of the school.

Behavioral Objectives

In developing a concrete understanding of roles and rules, children should be able to:

Identify, in looking at different groups of animals (guppies, local birds, ants), the different things that different members of a group do (roles).

Distinguish the groups as to length of infant dependency and as to the degree to which different members do different things (degree of social organization).

Identify and classify the different things that different members of selected cultures do.

Simulate, through role playing or rhythmic expression, various animal and human roles.

Explain why different people do different things in the cultures studied.

Draw up a list of rules that are necessary in one of these tribal groups.

Describe the roles of members of the child's family, give some reasons why these roles exist, and list some of the rules in the family.

Identify and describe community needs, some of the roles in relation to the community's needs, and some of the rules of the community.

Compare the classroom with its equivalent in the cultures studied, listing the needs that are being met by the classroom as a group, the roles in the classroom, and the rules that are needed.

Make rules for classroom activities, giving attention to group needs and individual roles.

Identify values that lie behind rules related to safety, health, fairplay, etc., in the school and neighborhood.

TOPIC 5: HOW ARE PEOPLE ALIKE AND HOW ARE THEY DIFFERENT?

INQUIRY PROCESSES	CONCEPTS
Integrative Observation: comprehensive Behavioral patterns Mediated Measurement: (relative distance and time) *Comparison Similarities of observed events With one's own experience	Space, distance; time All the previously developed concepts Tools (technology)
Policy Valuing	(Individual differences, individual contributions, ethnic differences, ethnic group contributions)

SETTINGS THAT MEET THE CRITERIA
See examples in the discussion that follows

Inquiry Processes

Here inquiry shifts to the integrative mode, with emphasis on comparison in both its aspects as to similarities and differences among observed human groups, and as between each of them and the child's own experience. The observation on which these comparisons are founded now becomes comprehensive, rather than selective as in the analytic mode. One aspect of observation becomes important though remaining implicit, the observation of relative distance and time. The process of valuing is included in considering individual differences and contributions of individuals.

Concepts

The main objective is to provide an intuitive grasp of the long reaches of time and space and the wide diversity of humankind, in short to convey something of the sheer magnitude of the world of man "out there" and its enchantment. Attention is also given to individual differences within cultures through consideration of outstanding individuals ("great men and women"). The previously developed concepts, especially those centering around role, are utilized in defining similarities and differences among groups, while one new concept, tools (technology), is introduced as being especially useful for this purpose. Children should come to see a relationship between tools and the difference between animal and human adaptation, the latter involving organization, job specialization, and technological progress.

Settings

In this Topic children should look at an array of human groups that meet the following criteria:

(1) They should range widely over time, from earliest man to the present, and widely over different parts of the world, and should represent tribal, peasant, and urban societies.

(2) They should afford myths, stories, folk songs, and art forms that are intrinsically interesting and enjoyable to young children.

(3) They should exemplify contrasting technologies and organizations of roles, while affording interesting tools (from hand adzes to factories and perhaps computers, "male" versus "female" tools), toys ("boy" versus "girl" toys), and games ("boy" versus "girl" games) for elaborating these similarities and differences.

(4) They should include the role and contributions of individuals in the child's community and in others. Contributions of members of minority groups should be included.

Behavioral Objectives

In the experiencing vicariously the range of human cultures over time and space, children should be able to:

Identify roles and contributions of individuals in stories and myths from various cultures, recognize folk songs and games from various cultures.

Identify artforms from various cultures, and create similar art forms.

Simulate roles from various cultures and rhythmically express folk dances and daily activities from various cultures.

Simulate important activities of significant individuals from various cultures.

Classify tools from various cultures.

Identify the roles associated with tools, toys, and games from various cultures.

Formulate main ideas from the roles and contributions of individuals.

Identify values reflected in art forms, folk songs, and games.

Grades 3-4: Man and Land:

Cultural and Geographic Relationships

All the inquiry processes introduced and used in the preceding grades are continued. That is, in the analytic mode, observation, definition, classification, communication, in the integrative mode (by and large implicitly) comparison, and in the policy mode, valuing. These inquiry processes are used and further developed in settings more complex in three respects: (1) The child is asked to hold aspects of whole communities (not just families and classroom and neighborhoods) in mind; (2) he is asked to hold in mind complex communities (not just tribal or peasant communities); and (3) he is frequently asked to attend simultaneously aspects of several communities (not just one or two plus his own). Conversely, in these grades, the fundamental, panhuman questions raised in Grades K-2 give way to more narrowed focus on economic and cultural realms in more narrowly specified places and times.

In addition several inquiry processes are singled out for emphasis. In the analytic mode the child is asked to engage in and recognize contrastive analysis and generalization. The crucial process of behavioral definition, which is actually involved in these processes, is treated explicitly. For example, in observing the behavior of a group, one cannot see a "role" but one can see certain selected regularities of behavior that can be classified or conceptualized as "role." Behavioral definition is the definition of role in terms of observable behaviors that enable one to determine whether or not a "role" is present. Independent observers using the same behavioral definition should agree as to whether or not "role" is present in any given set of behaviors they observe. In other words, classifications or concepts in the analytic mode must be defined with sufficient precision in terms of the behaviors involved so that they are replicable, that is, capable of being applied to the same phenomena by independent observers with identical results, and thus capable of retaining the same meaning when applied to very different situations. This replicability of classifications and concepts is the very essence of analytic thinking about society; without it contrastive analysis and generalization would be impossible. Actually, behavioral definition has been used to a limited degree in earlier grades; it is brought to a higher level of development in these grades because of the difficulty younger children have in communicating observed behavior precisely. Even so, some further exercise in behavioral definition will be required in the succeeding block of grades before many children will be able to establish firm control over the process.

Sufficient understanding of the importance of behavioral definition should be established so that the related analytic processes of observation, classification, contrastive analysis, and generalization can be utilized effectively. In these grades generalization means primarily generating rather than refined testing of hypotheses.

The integrative mode, which has figured only briefly or implicitly heretofore, is used in the study of some Topics with attention to the processes of observation, classification, definition, comparison, and cultural integration. That is, the child becomes aware that he is observing, defining, comparing, and seeing the relations among aspects of particular cultures, rather than classes of behavior that may be seen in many cultures. Finally, a purpose of these studies is to develop knowledge of particular time and place settings that the child over the succeeding years will build into an understanding of historical relationships. Historical integration is not an explicitly recognized process in these years, but a sense of relative duration and of historical linkages between the past and present should implicitly begin to develop.

The conceptual focus in the first part of these studies on selected aspects of culture and human adaptation permits the earlier emphasis on fundamental panhuman questions to be maintained while moving from simpler to more complex social settings, introducing economic institutions, and enabling the child to see his modern, urban environment in this panhuman and institutional context.

The conceptual focus in the first Topic includes biological and cultural adaptation, contrasting man's flexibility in adaptation to that of animals. The importance of culture in man's ability to adapt to a wide range of environments is highlighted. This is followed by the study of different ways of living in the same or similar environments. Here the importance of the culture of selected groups is emphasized as differing cultural adaptations are studied in similar environments.

Cultural adaptation in its latest and most complex form is studied in the next two Topics which deal with urbanization. The first is a study of how urbanization has altered man's relation to the natural environment. In this Topic man's capacity for cultural adaptation is examined in light of economic activities, the rural-urban shift, the urban functions in California settings. The second Topic on urbanization is focused on ways in which needs and problems are being met in urban centers at home and in other parts of the world. Both the special characteristics of selected cities and the commonality of urban needs and problems are considered. These two Topics are designed to enable children to come to grips with conditions of urban life that are meaningful and real to them, and to see the urban environments as an extension of man's capacity for cultural adaptation.

The conceptual objective of the fifth Topic is to bring together key aspects of the concept of culture; the uniquely human capacities for using tools, language, social organization, and the urge to explain. This concept is essential to an understanding of man's humanity and the oneness of mankind, and an understanding of human society in all its aspects. Again, as in the earlier grades, the easiest way for children to grasp the essential elements of culture is by inquiring into the similarities and differences between man and the animals with respect to the basic components of culture. Therefore, animal behavior is studied, not for the sake of animal behavior itself, but for the understanding of man's capacity for culture. There are real possibilities here for mutual reinforcement between the studies of man and studies in the natural sciences.

The choice of groups and communities in California as settings for several Topics in this block of learning is suggested by several considerations. The child's immediate environment in California can be made more "real" to him than an environment he can know only through media; and the difficult feat of imagining what it was like under different circumstances should be easier. California exhibits a striking diversity of environments and a striking pattern of differing adaptations by different groups of men, while artifacts surviving in most parts of the state should help to make these adaptations more believable and understandable. Moreover, the child should be able to study his own urban social environment more effectively in terms of cultural adaptations and change if the earlier human adaptations have been studied in the same settings.

The choice of some settings in other parts of the world is suggested to give a deeper understanding of the phenomenon of urbanization. Comparisons between cities in California and elsewhere should enable students to discover that urbanization is occurring throughout the world and that a variety of steps may be taken to deal with urban needs and problems.

A certain degree of flexibility is possible among the Topics. For example, Topic 2 might precede Topic 1. Or, the Topics dealing with urbanization might be studied first, followed by the other Topics. If the order of the Topics changed, appropriate changes should be made in the sequence of inquiry processes and the sequential development of concepts.

TOPIC 1: WHY ARE PARTICULAR ANIMALS FOUND ONLY IN CERTAIN KINDS OF ENVIRONMENTS, WHILE MEN LIVE ALMOST ANYWHERE?

INQUIRY PROCESSES	CONCEPTS
Analytic	Natural environment
Observation: selective	Scale (i.e., maps)
Objects and behavioral patterns	Biological adaptation
Direct and mediated	Adaptive niche
Measurement: absolute extension	Adaptive characteristics
*Classification: constructed classes	Cultural adaptation
In terms of physical properties	Technology
In terms of patterns of behavior	Division of labor
Definition (behavioral)	Social organization and role
*Contrastive analysis	Culture
(Generalization)	Human communities: tribal
Communication	
Integrative	
(Comparison: with one's own experience)	

SETTINGS THAT MEET THE CRITERIA

See examples in the discussion that follows

Inquiry Processes

Besides the use of observation and classification in the analytic mode, a process in that mode is emphasized: contrastive analysis. This involves arranging the data from selective observation and classification so that among the phenomena being analyzed (species-and-environments and communities-and-environments) some factors are analytically identical while other factors vary. That is, the attempt is to observe and classify so that the critical variables can be identified and isolated as precisely as possible. This process should receive pre-eminent attention. The absolute measure of extension (space) is also stressed. This presents new problems of communication, that is, the preparation and reading, in real-scale terms, of maps. In the integrative mode, comparison with the child's own experience is inevitably present and desirable.

Concepts

The main objective is to compare the relationship between the natural environment and animals on the one hand and man on the other. The concept of biological adaptation, with the related concepts of adaptive niche and adaptive characteristics, is developed by examining the environmental limitations on the distribution of animals in space and through geological time. Inquiry into the greater adaptability of man calls for the use of the concept of cultural adaptation and such conceptualized components of cultural adaptation as technology, division of labor, and social organization and role. This learning extends the concept of culture and prepares learners for subsequent Topics. Students should be aware that human adaptation is being studied in terms of the "simplest" form of human social organization, and the concept of a tribal society (a preliterate community, typically under 1500 in number, which is not part of a wider, city-centered political and economic system) should be explicitly developed.

Settings

The settings are twofold. First several animal species and their environments should be selected that illustrate especially well the adaptation of the organism to the environment and the consequent environmental limit on the range of the organism. One or more species that became extinct through failure to adapt to environmental change should be included. Films, photos, and other media can be used to show especially striking adaptive characteristics, such as protective coloration. Every effort should be made to utilize locally observable adaptations, such as the distributions of pigeons or ant hills with an eye to man-made factors affecting the distribution. Finally, some species should be selected on which experimental variations of environment can be effected in the classroom (for example, variation of temperature for reptiles).

The second group of settings is several Indian communities in different environments in pre-Spanish California. Again the particular selections are to be in terms of adaptation, now varying cultural adaptations. Three considerations suggest the choice of California settings: (a) their greater immediacy to the learners and the availability of artifacts; (b) the advantage of studying successive adaptations in a single natural environment, particularly the same environment to which the learner's own culture is still another adaptation; and (c) the secondary advantage of building knowledge for historical integration. The close examination of tribal communities in California, should be supplemented, in this Topic with a brief look at two or three tribal communities in widely varying environments. This should remind students that what is being studied in California represents a universal aspect of human life, while at the same time reinforcing their conceptual grasp of the tribal form of human social organization as a general phenomenon.

Behavioral Objectives

The main objective of this study is to compare relationships between the natural environment and animals and the natural environment and men. Children should be able to:

Describe the various characteristics of selected classes of animals verbally and/or by using self-drawn pictures, or by selecting appropriate pictures from a large group of photographs or commercial pictures.

Distinguish the adaptive characteristics among classes of animals, and between selected animals and men.

Match descriptions of given environments with pictures of specific animals or groups of people.

Locate accurately the habitats of specific animals, locally and in other parts of the world, or maps and on the globe.

Explain why different tribal groups developed different ways of life in different communities.

Identify in a silent film depicting life in an unfamiliar tribal culture--those facets of behavior that are affected by the natural environment.

Classify the factors of man's cultural adaptation into groups such as communication, technology, and social organization.

Identify differences between one of the tribal communities studied and the local community with regard to division of labor, rule making, communication, and the use of tools.

Inquiry Processes

A number of human communities are now looked at simultaneously, with an eye especially to contrastive analysis. In the analytic mode, this means that

TOPIC 2: WHY DO DIFFERENT GROUPS OF MEN DEVELOP DIFFERENT WAYS OF LIVING IN THE SAME OR SIMILAR ENVIRONMENTS?

INQUIRY PROCESSES

- Analytic
  - Observation: selective
    - Objects and behavioral patterns
    - Direct and mediated
    - Measurement: absolute extension and relative duration
  - *Classification: constructed classes
    - In terms of patterns of behavior
  - Definition (behavioral)
  - *Contrastive analysis
  - Generalization
    - Generating hypotheses
    - (Testing hypotheses)
  - Communication
- Integrative
  - (Comparison: with one's own experience)
  - Holistic integration
    - Cultural
    - (Historical)

CONCEPTS

- Natural environment, natural resources
- Communities: tribal, peasant-urban, and rural-urban
- Cultural adaptation
  - Technology
  - Divison of labor, occupational specialization, social organization
  - Culture
  - Spatial distribution and association

SETTINGS THAT MEET THE CRITERIA
See examples in the discussion

observation must be selective with a view to classification in terms of characteristics (especially patterns of behavior) that can then be analyzed as to identities and contrasts (identities, for example, in environmental settings, including natural resources, and contrasts in technology, social organization, division of labor, and other aspects of culture). It should be noted that the analytic process of behavioral definition is required for these operations. Once critical contrasts have been identified through the process of contrastive analysis, students should explicitly use the central process in the analytic mode, generalization. For the sake of encouraging divergent thinking and avoiding premature convergence, only the first step of the process, generating hypotheses, is explicitly identified and emphasized here. Students should be encouraged to propose as many hypotheses as possible (in this case, hypotheses explaining the different adaptations to the same environment). Some implicit testing of hypotheses will, of course, be occurring at the same time, and this second step in the process of generalization will be explicitly identified and emphasized in the next Topic. The generation of hypotheses creates, in turn, a new demand on communication, the phrasing of hypotheses in testable form.

As particular and more complex human communities are studied, students should become increasingly aware of the integrative mode as an alternative way of thinking about social phenomena. Though the point is not to be emphasized, students should consider the cultures studied in this Topic integratively as well as analytically, that is, viewing them as totalities and, through the process of cultural integration, looking for the relations (simple ones at this point) between different aspects of a particular culture (for example, the relationships between technology, division of labor, and social organization generally.) More implicitly, learners will also begin to understand through the process of historical integration, that the cultures studied have a time relationship to each other and to the present. Also implicitly, comparison with the learner's own experience will continue.

Concepts

The main objective is to examine flexibility of human adaptation due to the peculiarly human capacity for culture. The concept "culture" is extended as attention is focused on cultural adaptation, especially in its more economic aspects of technology and division of labor, the latter involving some consideration of social organization generally. In the course of looking at the cultures that have successively occupied the California environment, the typology of tribal, peasant, and rural-urban communities is developed. Particular attention is given to the relationship between the Spanish-American and Anglo-American cultures on the one hand and on the other hand the urban centers to which they were responsible and from which they drew support, knowledge, and technology. Inquiry into the adaptive characteristics of the cultures should be broad enough to enable students to speculate about such cultural values as, for example, "individual enterprise" in the case of the Anglo-Americans.

Settings

The settings continue to be in California, for the reasons indicated in Topic 1. Here the Indian communities studied in Topic 1 are used to make comparisons with a Spanish-American mission-ranchero community and the early Anglo-American agricultural and mining communities. The general character and distribution of Spanish-American communities in early California should be established, but the focus should be on intensive analysis of a single mission and the neighboring ranchero area. In many cases a mission can be selected whose site is close enough to the class to be visited. Because urban development is treated separately in Topic 3, the early Anglo-American community may be studied in its nonurban aspects, for example, the agricultural settlements of the Central Valley and the mining camps of the Mother Lode country.

Behavioral Objectives

In the course of studying varying human adaptations to the California environment, students should develop the ability to:

Behavioral Objectives (Continued)

Simulate, after looking at pictures and films and reading stories, various parallel activities (getting food, providing clothing and shelter, learning, engaging in games or other pleasurable activities) in California Indian, Spanish-American, and Anglo-American communities.

Identify and describe significant aspects of the technologies of the three kinds of communities.

Identify roles in the three kinds of communities, describe the roles so that the communities can be compared, and state how the communities differed as to numbers and kinds of roles.

Identify and list the kinds of support the Spanish-American and Anglo-American communities received from the larger societies from which they derived.

State some reasons that might explain (hypotheses) why the Spanish-Americans were able to predominate over the Indians, and why the Anglo-Americans came to predominate over the Spanish-Americans.

Simulate activities that show differing ideas in the three communities about what is good and how the people behave.

Inquiry Processes

The focus in this Topic is on inquiry in the analytic mode. The processes of observation, classification, and contrastive analysis are employed in conceptualizing more complex patterns of behavior than previously encountered (those involved in the basic configurations of economic activity, in urban development, and in the structures and functions of cities). Generalization is carried into another step, from generating to testing hypotheses (with reference to such question as why cities grow and why they are located and structured as they are).

Concepts

The conceptual objectives of this Topic are two-fold. First, students should inquire why and how rural-urban shift takes place, as another mode of adaptation to the natural environment, and how this fundamentally alters man's relation to the natural environment. In the course of this inquiry, concep-

TOPIC 3: HOW HAS URBANIZATION ALTERED MAN'S RELATION TO THE NATURAL ENVIRONMENT?

INQUIRY PROCESSES

Analytic
- Observation: selective
  - Objects and behavioral patterns
  - Direct and mediated
  - Measurement: relative extension, duration, and number
- *Classification: constructed classes
  - In terms of physical properties
  - In terms of patterns of behavior
- Contrastive analysis
- Definition
- *Generalization
  - Generating hypotheses
  - Testing hypotheses

CONCEPTS

- Production
  - Factors of production: natural resources, labor, capital, management and entrepreneurship
  - Commercial agricultural, extractive industry, industrialization
  - Division of labor, specialization and comparative advantage (occupational and regional)
- Distribution: market, inter-regional trade, middlemen, transportation
- Rural-urban shift
- Urban functions, urban location, intracity patterns of location, city-hinterland interaction

SETTINGS THAT MEET THE CRITERIA
See examples in the discussion

tual understanding of the structure and functions of cities (urban location, intracity patterns of location, and city-hinterland interaction) should be developed.

Accompanying these inquiries and necessary to them are inquiries into economic aspects of modern urbanization. Here students need to develop the basic conceptual tools for economic understanding, particularly as these relate to urbanization. The approach in this Topic is from the standpoint of production and of distribution. Key concepts related to production are: factors of production (natural resources, labor, capital, management and entrepreneurship), sectors of production (commercial agriculture, extractive industry, industrialization and factor production), and division of labor (including specialization and comparative advantage, both occupational and regional). Key concepts related to distribution are: market, inter-regional trade, middlemen, and transportation.

Settings

For reasons indicated in Topic 1, the settings continue to be in California. One focus is on the development of San Francisco in the nineteenth century, as a city whose functions were primarily commercial, in relation to mining, lumbering, and commercial agriculture in its hinterland. The other focus is on Los Angeles in the twentieth century, as a city in a very different natural setting whose growth was greatly influenced by industrial development. Los Angeles offers particularly striking illustrations of how modern man is able to transcend the limitations of the natural environment (water supply, pre-eminently) and transform the environment. Comparative reference can often usefully be made to other cities throughout the world in developing particular conceptual understandings.

Behavioral Objectives

Inquiry into how urbanization alters man's relation to the natural environment should help children develop appropriate information and skills to:

Propose a design for developing a city in a particular topographical setting.

Diagram the interrelationships of the city and its hinterland.

Construct a model that shows natural and man-made obstacles that condition the development of a city (hills, swamps, bodies of water, railroads).

Interpret statements often used to describe specific aspects of the City of Los Angeles by defining what is meant by: "synthetic harbor," "phoniness of Hollywood," "lack of warmth and honesty," "meandering city limits," "Los Angeles grew by accretion, subdivision by subdivision," and "Los Angeles had an air of impermanence for so long."

Identify and describe the problems of governing and regulating community living in a city such as Los Angeles.

Make and explain a diagram that illustrates city growth patterns such as: "leapfrogged," "uptown," "outer ring," "residential slum," "gray belt," "inner ring."

Explain why patterns of water mains, gas lines, transportation and communication systems in a city determine where some public streets and squares must be located.

Explain why residence and business sections were not so separate in earlier cities as they are in modern cities.

Identify and describe through drawings or descriptions how the functions of a city are influenced by the use man can make of the natural environment (industry, commerce, others).

Interpret maps of urban areas (those being studied particularly, and others) and account for the patterns of intracity locations and routes of highway arterial systems.

Make a frieze depicting the events which most dramatically influenced San Francisco's growth during the 19th century, and Los Angeles' growth during the 20th century.

Inquiry Processes

Inquiry processes in the analytic mode include observation, classification, and definition. Emphasis is given to the measurement of absolute extension (real-scale mapping of distributions of people, housing, etc.), and to the classification of urban needs, functions, and problems. In the integrative mode, attention is given to observation, classification, comparison, and cultural integration. These processes are needed because the special characteristics of each city selected for study need to be examined. Valuing is used in the policy mode as consideration is given to proposals for meeting urban problems and to the adequacy of steps being taken to meet them.

TOPIC 4: HOW ARE PROBLEMS OF LIVING BEING MET IN THE MODERN URBAN ENVIRONMENT?

INQUIRY PROCESSES	CONCEPTS
Analytic Observation: selective Behavior patterns Mediated *Measurement: absolute extension *Classification: constructed classes In terms of patterns of behavior Definition Integrative Observation: comprehensive Classification: observed classes Comparison Similarities of observed events With one's own experience *Holistic integration Cultural Policy Valuing	Cultural adaptation Urban form Urban functions Economic activities Specialization Comparative advantage Intracity patterns of location, city-hinterland interaction Spatial distribution, association, and interaction of phenomena in the urban environment Decision making (as affected by social groups and as affecting group interaction)

SETTINGS THAT MEET THE CRITERIA
See examples in the discussion

Concepts

The essential conceptual objective is to help children see urbanization as the latest and most complex form of human adaptation. In seeing cities as adaptive environments, children may gain the insight that older cities which have taken their form and functions from earlier circumstances and needs are often poorly suited to the circumstances of today and the future. The object is for students to discover that urbanization is transforming the life of man throughout the world. Growing cities take on different forms in different places and create problems which men try to solve in different ways.

As different urban centers are studied, attention should be given to such questions as: "Why are cities growing so rapidly everywhere?" "How did each city come to possess the special characteristics it has?" "Do these characteristics enable people to meet their needs?" "What problems are critical and how are people attempting to solve them?"

Settings

The settings should include not more than three urban centers in different parts of the world, one of which might be a planned city. Examples might be Rio de Janeiro, Peking, Jakarta, Brasilia, Tokyo, and an English "New Town." Comparisons should be made between the students' own community (or nearest urban center) and other cities, and among the cities selected for study to highlight the commonality of many urban problems.

Behavioral Objectives

On completion of the study of the impact of urbanization on life today, students should be able to:

Identify and describe ways in which cities differ in terms of age, size, growth pattern, population, type, and setting.

Identify ways in which cities specialize, and classify selected cities accordingly.

Identify and describe problems of concern to people in the urban centers selected for study.

Identify and describe activities being undertaken to meet housing, transportation, safety, and other problems of urban living.

Describe how a city's economic functions have affected its physical layout and its distribution of facilities and population groups.

Identify and describe conditions and problems in the local community comparable to those in the cities selected for study.

Classify steps being taken to meet urban problems in terms of public services (education, recreation, etc.), housing, commerce, and other urban functions.

Summarize ways in which urban planning is being done to meet critical problems.

Inquiry Processes

This Topic utilizes all the inquiry processes in the analytic mode, except inference, as defined in Part II, especially as these contribute to *contrastive analysis* (in this case, the recognition of identities and contrasts among those patterns of animal and human behavior--use of tools, communication, social organization, and the search for a world view--that differentiate men from animals, that is, elements of "culture"). But the student is now made explicitly aware that the success of such contrastive analysis depends upon another process only implicitly used heretofore, *behavioral definition*. The development of behavioral definition should start with simple examples. (For example, students might be asked to define with precision the actual behaviors that must be observed in salmon, birds, primates, and humans before one can identify "infant dependency" in these groups; the class might conclude that the behavioral definition "the young have their food provided by the parents." The replicability of the concept, so defined, would be confirmed if all members of the class agreed that infant dependency occurred in all the groups except salmon, and that its varying duration, from birds to humans, could be measured with some exactness). After further practice of behavioral definition in intermediate ranges of difficulty, students should be asked to grapple with a few really difficult cases (for example, what behaviors would one have to see to know that "values" are present in a group?). This practice of behavioral

TOPIC 5: WHAT IS HUMAN ABOUT HUMAN BEINGS?

INQUIRY PROCESSES

Analytic
- Observation: selective
  - Behavioral patterns
- Classification: constructed classes
  - In terms of patterns of behavior
- *Definition: behavioral
- Contrastive analysis
- Generalization
  - Generating hypotheses
- Communication

CONCEPTS

- Adaptation: biological and cultural
- Life cycle: innate behavior, learning, and infant dependency
- Culture
  - Tools, technology
  - Communication, nonvocal and vocal symbolic; language
  - Social organization: role, kinship system
  - Urge to explain; myth; values; creativity

SETTINGS THAT MEET THE CRITERIA
See examples in the discussion

definition makes new demands on communication, as students are asked to state clearly and concisely the behaviors that comprise the definitions. While behavioral definition is used here mainly to the purpose of contrastive analysis, it is also used to formulate hypotheses (for a simple example, a hypothesis about the relationship of infant dependency and learned behaviors as opposed to innate behaviors).

Concepts

This Topic builds on the studies included in the preceding grades. The overriding conceptual objective is to clarify distinctively human qualities as constituted by culture. Concepts of infant dependency, communication, needs, division of labor, tools, rules, and roles introduced in the K-2 block may serve as conceptual starting points. These concepts are now brought together with social organization, myth, and values and used as a cluster to sharpen understanding of culture. The beginning understanding of culture developed here is refined and extended in succeeding Topics.

Settings

Suggested settings include the study of selected animal behaviors and tribal communities. Since one of the major objectives of this Topic is to develop the concept of culture, it seems best to begin with relatively simple societies such as early California Indians in contrast to animal groups, and then to move to early communities in order to extend the concept of culture. The contrast between the social behavior of animal groups and that of humans should be an effective means of clarifying such aspects of culture as use of tools (technology), communication, social organization, and man's urge to explain. As more advanced communities in California are studied later, the concept of culture can be refined and students should come to a more profound understanding of the question, "What is human about human beings?"

Behavioral Objectives

The main objective is to have students understand how culture is uniquely human. Students should be able to:

Classify pictures of tools according to whether they could have been produced in a tribal or more complex society.

Classify distinguishing characteristics in the organization of a group of animals and a group of men on a hunting expedition.

Chart the "childhood" of a nonhuman species and determine the possible number of generations of that species which would come and go during their own childhood span.

Distinguish in a set of pictures those behaviors that are innate (animal and human) from those that are learned (animal and human).

Describe the many functions of an axe-like tool in primitive society as opposed to the limited number in modern society.

Identify the similar and divergent features of myths and values of tribal groups.

Identify common elements of culture among apparently different groups after viewing a silent film.

Formulate behavioral definitions of such concepts as role, rule, and infant dependency.

Formulate hypotheses about aspects of culture (use of tools, communication, values) which make men different from animals.

Grades 5-6: Mankind and Men: Interaction, Diversity, Individuality

Using as a foundation the understanding of human culture and cultural adaptation developed in Grades 3-4, this block of grades concentrates on on the diversity of human groups, the interactions among them, and, finally, the diversity and creativity of individual human beings in varied cultural settings.

The principal feature of inquiry in these two grades is the full introduction of the integrative mode and all its processes, except inference in the narrow sense defined in Part II. The analytic processes, except inference, are also practiced; and students should be able to contrast the use of the parallel processes in the two modes. Emphasis is on the integrative mode in Topics 1-2, on the analytic mode in Topics 3-4, and almost exclusively on the integrative mode in Topic 5, where special attention is devoted to the more difficult integrative processes of refined definition and cultural integration. The policy mode necessarily figures in most of these Topics, but valuing is the only policy process to be emphasized.

The conceptual focus in the first four Topics is on the array of concepts concerning group interaction: competition, conflict, cooperation, accommodation, assimilation, stratification, domination, segregation, discrimination, and cultural pluralism. Topics 3-4 deal explicitly with "race," racism, caste, and ethnocentrism. In Topic 5 the conceptual focus shifts to individuality and creativity as these interact with the values, myths, religions, and ideologies of various cultures.

The settings are larger and more complex than those previously utilized. These settings are selected to serve not only the primary inquiry and conceptual objectives of the Topics, but also the important secondary objectives of building geographical knowledge and historical integration. Where the earlier studies in Grades 3-4 were set in California, the setting for Topics 1-3 in this block of grades broadens to the United States and North America. The settings for these three Topics are chronologically arranged, so as to afford implicitly a study of American history, with emphasis on the interactions and contributions of various groups in the development of American society. The setting in Topic 4 shifts to other parts of the world (for example Brazil, Nigeria, India), to permit comparison of group interaction in America with group interaction in other cultures. Topic 5 utilizes a variety of settings, ancient and modern, Western and non-Western, selected in part fo facilitate a historical integration of the Western and non-Western experiences. In all five Topics the settings should serve the purpose of building geographical knowledge of North America and of important areas in the rest of the world.

TOPIC 1: WHAT HAPPENS WHEN DIFFERENT GROUPS OF MEN COME IN CONTACT?

INQUIRY PROCESSES

- Analytic
  - Observation: selective
    - Behavioral patterns
    - Mediated
    - Measurement: relative extension and duration
  - *Classification: constructed classes
    - In terms of patterns of behavior
- Integrative
  - Observation: comprehensive
  - Classification: observed classes
  - Comparison
    - Similarities of observed events
    - With one's own experience
  - *Holistic integration
    - Cultural
    - (Historical)
- Policy
  - Valuing

CONCEPTS

- Interaction
  - Competition, conflict cooperation, accommodation, assimilation
  - Stratification, domination
  - Values
  - Value conflict

SETTINGS THAT MEET THE CRITERIA
See examples in the discussion that follows

Inquiry Processes

Observation and classification in the analytic mode are continued for developing conceptual understanding of certain panhuman categories of behavior (particularly categories of cultural interaction and related concepts). But with this topic the emphasis in inquiry shifts for the first time to the integrative mode. The cultures being considered are observed comprehensively rather than selectively. Behavior is classified in terms given by the observed culture rather than by constructed classes (for example, "slavery," a classification that the observed culture gave to certain patterns of behavior, as contrasted with "caste," a constructed classification unknown to the observed culture; one that would include "slavery" and many other patterns of behavior in many cultures). The similarities of such classifications of behavior are compared (for example, Spanish relations with the Indians as compared to English relations with the Indians), rather than being contrasted with analytical precision, as in the analytic mode. Finally all the observed aspects of the cultures being studied are integrated (seen in relation to each other in that time and that place, and over time), rather than being separately abstracted for the purpose of generalizations applicable to any analytically identical cultural situation. (In the analytic mode, one might look at slavery in seventeenth-century Virginia for the purpose of developing and testing a hypotheses, and thereby working toward a universally valid generalization about the conditions under which interaction between cultures results in domination by one culture. In the integrative mode on the other hand, one is concerned to understand how that particular form of domination, "slavery," is related to the whole cultural situation--what it was about that particular cultural situation which produced that particular form of slavery.) These differences between the parallel processes in the two modes, analytic and integrative, should be pointed out in this topic, though it should not be expected that the children will yet understand them thoroughly.

Finally, a process in the policy mode is critical. By introducing a subject having strong emotional overtones for children in our culture, this topic necessarily gives rise to the process of valuing. It is important that children should realize that valuing is going on and that this is a process separate from both the analytic and integrative modes. At this point it is sufficient, and necessary, that valuing be overtly recognized as occurring, rather than being practiced covertly and intruding improperly into the analytic and integrative processes.

Concepts

Grades 3-4 have developed the concept of culture and the differing cultural adaptations of different human groups to the natural environment. Building upon this foundation, it seems desirable during these years, when lifelong attitudes toward cultural differences and conflicts are crystallizing, to have children confront this dimension of human reality directly. Therefore the overriding conceptual objective of this topic is to develop understanding of cultural diversity and interaction. Important related concepts are caste, ethnocentrism, and racism. However the thorny issue of "racial" as opposed to cultural differences is reserved for more explicit treatment in later topics.

Settings

The primary inquiry-conceptual objectives of this topic could be achieved through a wide variety of settings involving different patterns of cultural interaction. Important secondary considerations suggest, however, the two that are here strongly recommended. These are: (1) Spanish-Indian interaction in Mexico in the sixteenth century, with some consideration of Spanish culture and colonization in the New World; and (2) English-Indian-African interaction in Virginia in the seventeenth century, with some consideration of English and West African cultures, the African slave trade, and English colonization in the New World.

These particular settings are recommended for the following reasons: (1) While historical integration is the primary objective only in a single high school year, the knowledge required for successful historical integration must be built up throughout the preceding years. Rather than repeating a superficial chronology of United States history at several points, it is the strategy of the program to choose settings that will provide much of this historical knowledge while serving primarily another conceptual objective. (2) The recommended settings will help to develop basic geographical knowledge of the United States and North America. (3) By utilizing Indian, Spanish-American, and Anglo-American cultures with which students have already become somewhat familiar in Grades 3-4, the difficulty of the learnings required by this topic (particularly the differentiation of analytic and integrative processes) will be somewhat reduced. (4) The recommended settings are high in dramatic content and colorful personalities--for example: Cortez, Montezuma, John Smith, Pocahantas--which should make them interesting to children and provide opportunities for testing conceptual development through dramatic simulation and role-playing.

Behavioral Objectives

As students undertake inquiry into this topic they should be able to:

Identify important elements to be considered when learning about any particular group of people.

Relate the story of the Spanish Conquest in Mexico and indicate the results; of the settlement of the Virginia Colony and indicate the results.

Illustrate by drawing, or by giving examples, four possible ways in which groups may interact when they come into contact.

Explain relationships between specific events in history shown on a time line.

Describe or enact the roles representative of the chief characters in the dramas investigated.

Describe how people reveal what they value through their behavior.

Identify basic elements of the groups in conflict. Indian-Spanish and English-Indian-Negro, to account for their differences in behavior.

Inquiry Processes

Inquiry processes are the same as for Topic 1. This topic provides additional experience in using and discriminating between the parallel processes of the analytic and integrative modes. Special attention should be given to measurement as related to the location, movements, and distribution of people; and mapping and the interpretation of maps should be utilized wherever appropriate.

TOPIC 2: HOW HAVE ETHNIC MINORITY GROUPS AND INDIVIDUALS AFFECTED AMERICAN DEVELOPMENT?

INQUIRY PROCESSES

Analytic
- Observation: selective
  - Behavioral patterns
  - Mediated
  - Measurement: relative duration
- *Classification: constructed classes
  - In terms of patterns of behavior

Integrative
- Observation: comprehensive
- Classification: observed classes
- Comparison
  - Similarities of observed events
  - With one's own experience
- *Holistic integration
  - Cultural
  - (Historical)

Policy
- Valuing

CONCEPTS

- Social groups: ethnic, religious, class
- Migration, immigration
- Interaction
  - Competition, conflict, cooperation, accommodation, assimilation
  - Stratification, domination
  - Segregation, discrimination
  - Cultural pluralism
- Ethnocentrism, racism
- Social stratification and mobility
  - Caste and class
- Spatial
  - Location, distribution, interaction among areas
- Cultural change
  - Invention, borrowing, adaptation

SETTINGS THAT MEET THE CRITERIA

See examples in the discussion

Concepts

The emphasis here is on the interaction of many different ethnic groups in creating a culturally diverse society (the United States). Therefore the conceptual tools developed in the preceding topic will continue to be used, with considerable elaboration. Immigration, migration, and the spatial and temporal relations of population groups will be an important new emphasis. The concepts of discrimination and segregation are introduced, as forms of interaction that have been conspicuous in the experience of American minority groups from the beginnings of European colonization to the contemporary urban migration of southern farm workers. Also newly introduced are concepts relating to social stratification and mobility. The interaction of minority groups with the larger society may usefully be examined in terms of the choice between assimilation and cultural pluralism. Students should particularly be asked to inquire about the ways various groups have affected, as well as been affected by, the larger society. Such inquiry will be most effective if care is taken to examine the contributions of selected outstanding individuals from several minority groups.

Settings

The study should begin with a time and space overview of the major ethnic groups that have composed the American population. Inquiry should then proceed with a detailed examination of three or four different ethnic groups exhibiting at different periods different forms of interaction with the larger society. Choices should reflect the size and importance of the groups in American society as a whole (Negroes, Spanish-speaking, Jews, Irish, etc.), as well as in the immediate community (for example, the Chinese in the case of San Francisco) or school. Illustrative examples are: black men in the slavery era (Nat Turner, the Underground Railway, Frederick Douglass and the black abolitionists, etc.); the Irish in Boston from the discrimination of the 1840's to John F. Kennedy; Eastern European Jews in New York City from the 1890's on; the Chinese in San Francisco; Mexican-Americans in California agriculture. In each case there should be a focus on outstanding individuals, on understanding the culture of the group, and on ways the group has influenced the larger culture (for example, the Negro and American music). The settings should also be chosen so as to be spread over the nineteenth century and the first half of the twentieth.

Behavioral Objectives

As children develop a sense of cultural diversity as a persistent and pervasive influence in the development of America, they should be able to:

Locate on appropriate maps the places from which specific ethnic groups came, where they settled in the United States and in particular cities or regions under study, and why.

Identify problems different groups faced and explain how the problems influenced their status in the community and their potential for mobility.

Identify examples of discrimination, segregation, and social stratification as presented in the instructional materials.

Select clippings from the daily paper or from periodicals dealing with contemporary urban migrants, and compare their experiences with those of immigrants of another time with respect to the concepts developed in this study.

Describe how the interaction of culture and environment resulted in distinctive patterns of behavior for each group studied.

Identify aspects of contemporary culture and features of his own community that have been influenced by various ethnic groups.

Describe how motives for different groups of immigrants are similar ("mixture of yearnings for riches, land, change, tranquility, freedom, something not definable in words"); that they come from vastly diverse backgrounds but resemble one another in two ways: (1) willingness to look beyond the horizon, and (2) willingness to leave things as they are behind and seek a new life.

TOPIC 3: HOW DO DIFFERENT GROUPS INTERACT IN THE CONTEMPORARY UNITED STATES?

INQUIRY PROCESSES	CONCEPTS
Analytic Observation: selective Behavioral patterns Mediated Measurement: absolute extension *Classification: constructed classes In terms of patterns of behavior Integrative Observation: comprehensive Classification: observed classes Comparison Similarities of observed events With one's own experience *Holistic integration Cultural Policy Valuing	Concepts utilized in the preceding topic "Race": biological and social Psychological processes related to racism and ethnocentrism Spatial distribution, association, and interaction of groups in the contemporary urban environment Decision making and law (as affecting group interaction and as affected by social groups) Methods of securing social change: protest, demonstrations, the courts, the political process
SETTINGS THAT MEET THE CRITERIA See examples in the discussion that follows	

Inquiry Processes

Inquiry processes are virtually the same as for topics 1 and 2. This topic provides additional experience in using and discriminating between the parallel processes of the analytic and integrative modes. One aspect of observation in the analytic mode is emphasized, measuring absolute extension (here the real-scale mapping of distributions of social groups in the city).

Concepts

Here the conceptual tools concerning group interaction that were developed in Topics 1 and 2 are brought to bear on the contemporary United States. The object is for students to perceive the diversity of social groupings in terms of which people identify themselves and are identified by others, and to inquire realistically about the nature of the interaction among these groupings. At the same time students are to inquire into the relation between "racial" and cultural differences. The essential conceptual point is to understand what can be said about "race" as a biological phenomenon and the vast difference between this and "race" as a socially defined classification. Ethnocentrism and racism should be studied behaviorally, and students should inquire into the social psychological processes that give rise to these phenomena and perpetuate them. This strategy should assist the student to see these emotion-charged aspects of his own social environment in a more analytical, panhuman perspective. Further, students should inquire into the role of the law, the Constitution, the courts, and the political process in producing change in the relations among groups. The policy process of valuing should be made explicit and self-conscious concerning attitudes toward groups and toward various methods for securing social change.

Settings

The settings are to be the student's own community, as compared with several carefully selected case studies of group interaction in the contemporary United States. At least one setting should involve a large metropolitan area where the spatial distributions of social groups can be mapped and explained. The cases chosen for study should include such "problem" aspects as segregation and discrimination, and should enable students to inquire about and evaluate alternative methods for securing desirable social change. The cases chosen should involve several different social groups, especially those that are largest in number and most important in the United States as a whole in the student's own community.

Behavioral Objectives

A key objective is to have students understand that differences among men are cultural, and that biological variations ("race") have significance only in the minds of some men. Students should be able to:

> Color-code a map of a metropolitan area to show the location of various sections of population, and suggest hypotheses to explain the distribution.
>
> Identify and describe conditions in the local community comparable to those in the other settings studied; also explain ways in which group interaction is different in the local community.
>
> Identify examples of social psychological processes affecting group interaction (for example, stereotyping) in the instructional materials and in his own community.
>
> Through role-playing act out the values and attitudes observed in group interactions; and explain the way these attitudes and values are formed.
>
> Discuss the advantages and disadvantages of different methods for producing social change in the group interactions being studied.

TOPIC 4: HOW DO HUMAN GROUPS INTERACT IN DIFFERENT CULTURES?

INQUIRY PROCESSES	CONCEPTS
Analytic Observation: selective Behavioral patterns Classification: constructed classes In terms of patterns of behavior *Behavioral definition Contrative analysis Generalization Generating hypotheses Communication	Concepts utilized in Topics 2 and 3 Cultural (as distinguished from "racial") diversity
SETTINGS THAT MEET THE CRITERIA See examples in the discussion that follows	

Inquiry Processes

All the processes in the analytic mode, except inference, are utilized. Behavioral definition is particularly important in connection with classification (for example, classification of behavior based on the assumption of "race" as a socially defined phenomenon, not just a biological phenomenon), and in connection with contrastive analysis (for example, different patterns of interaction).

Concepts

The conceptual focus is the same as in the preceding topic, but the emphasis here is on developing a deeper understanding of the relationship between "racial" and cultural differences than can be done in the setting of the contemporary United States. As students examine group interaction in "racially" and culturally diverse societies throughout the world, they should come to see that biologically "racial" groups have so intermixed that few "pure" types exist. They should come to understand how the powerful influence of culture causes men in different cultures to have different values and life styles and to perceive things in different ways. They should finally understand how and why men have so universally tended to interpret these cultural differences in other groups as biological or "racial" differences and to perceive these differences as inferior-superior, ugly-beautiful, and frightening-reassuring.

Settings

The settings suggested for this topic are several contemporary societies that are culturally and "racially" diverse and that exhibit varying patterns of interaction among groups. Examples of particularly useful settings are Brazil, Nigeria, and India. Brazil exhibits a great diversity among Europeans, Indians, and Africans, and a somewhat greater degree of assimilation among these groups than in many other societies. In Nigeria students may observe tribal differences, early European dominance over Africans, and subsequent African dominance over Europeans. India offers for inquiry dark-skinned "Caucasians" and a complex pattern of religious, "racial," cultural and caste diversity. There should be constant contrastive analysis of the societies studied and the United States, in terms of concepts related to group interaction to the end that students may develop some hypotheses that explain this aspect of human behavior in all societies.

Behavioral Objectives

In the course of these studies students should acquire the abilities to:

Identify attributes of the various cultural groups studied; describe the "racial" mixes within each one; and distinguish the cultural from the biological ("racial") attributes of each.

Describe several different family structures in the cultures studied; and through role-playing act out the effects of varying family structures on the roles and life styles of selected family members.

Describe or demonstrate through role-playing how certain behaviors are regarded differently in different cultures: for example, the acquisition of private property, or certain gestures or movements.

Identify the values that underlie: (a) the social class (or caste) system of one or more of the cultures studied; (b) the religious art of one or more cultures.

Identify, in the stories, myths, and propaganda of groups under study, distinctions between in-group and out-group.

Identify a social psychological process that is present in two or more of the group interactions under study.

State a hypothesis (tentative generalization) that would be true of some or all the group interactions under study.

TOPIC 5: HOW IS ANY MAN LIKE NO OTHER MAN?

INQUIRY PROCESSES

Integrative
- Observation: comprehensive
- Classification: observed classes
- Difinition: refined
- Comparison
  - Similarities of observed events
  - With one's own experience
- *Holistic integration
  - Cultural
  - (Historical)
- Communication

CONCEPTS

Individuality, individualism
Value
World view: myth, religion, ideology
Expression creativity
  Media of expression

SETTINGS THAT MEET THE CRITERIA
See examples in the discussion that follows

INQUIRY PROCESSES

Inquiry shifts wholly to the integrative mode so that students can develop a full and sharp sense of how this differs from the analytic mode of investigating social reality. Thus observation is now purposefully comprehensive (not analytically selective); classification moves mainly according to classes observed in the cultures being studied (not constructed classes); definitions are explicit, refined versions of usages in the observed cultures; comparison is in terms of general similarities and dissimilarities (not analytic identities and contrasts) for the purpose of generating believability; and the culminating process is holistic integration, in this instance cultural integration (not analytic generalization). Integrative inquiry, in short, seeks a sense of the totality and coherence of an observed culture, so that it is believable in the way the observer's own culture is believable to him. Cultural integration is that part of integrative thinking that focuses on the interrelations of aspects of the culture and the integrating aspects of the culture (particularly, in this topic, the myths, religions, and ideologies of the observed cultures as these relate to individuality and creative expression). The other form of holistic integration, historical integration, focuses on the interrelations over time in a culture. This second form of integration is used to a limited extent in this topic.

Concepts

The central conceptual focus is on individuality within cultures, and on "individualism" as a characteristic of cultures, that is, the varying degrees to which cultures value and afford opportunities for individuality. Thus it is necessary to pay particular attention to the myths-religions-ideologies of the cultures under consideration. The principal phenomena studied in the cultures are creative and artistic expressions, both as indicators of cultural values with regard to individualism and as products of individuality and creativity.

Settings

The settings suggested for this topic include a group of four or five cultures from different periods and parts of the world, exhibiting differing patterns of individuality and artistic expression. Several secondary criteria for settings are important. This topic offers one of the best opportunities for developing ideas needed for historical integration in succeeding studies. The ancient Greek and medieval European sources of modern Western culture are to be dealt with here if anywhere in the K-12 program, while some knowledge of the historical background of non-Western cultures should also be acquired. In addition, it is important that the program include the African cultures from which many of the children in our classrooms derive. Therefore, in the following list of suggestions, the ancient Greek, medieval European, and African settings are strongly recommended, while substitutions could be more freely made for the remaining suggestions:

(1) Periclean Athens, including mythology as related to the nomadic past of the Hellenes; emphasis on architecture, sculpture, and other forms of expression as reflecting the value system.

(2) A selected African tribal society, emphasizing artistic expression as related to social organization and values.

(3) France in the late Middle Ages, emphasizing Christianity and feudalism, with special attention to artistic expressions as reflecting the tension between individuality and collectivity in the medieval value system.

(4) Confucian China, comparing its ethical beliefs and creative expression with those of medieval Europe.

(5) Mexico, emphasizing the creative expression of the pre-conquest Indian cultures, the baroque Christian expression of the colonial period, and the creative vitality of modern Mexico (especially in painting and architecture); special attention to the fusion of Indian and European currents and the implications for individuality of each.

Behavioral Objectives

As students engage in inquiry into humanistic aspects of culture, they should be able to:

Formulate refined definitions of individuality, individualism, values, and other concepts as appropriate in terms of selected settings.

Classify modes and media of expression according to categories identified in the settings under study.

Classify the values reflected in myths, legends, and other materials according to classes identified in the settings under study.

Describe differences in art objects produced in different societies according to media that were used, values reflected in the objects, and other distinguishing features.

Identify representative historical paintings and other art works and describe some of the values of the social milieu out of which they came.

Distinguish differences in values (virtue, freedom, individual creativity, etc.) as they existed in the societies selected for study.

Summarize ways in which ethical and religious beliefs were expressed in the societies under study.

Create a fairly complete synthesis or view of each society under study, using multi-media such as murals, charts, maps, and other materials accompanied by written or taped narration.

Grades 7-9: Systems: Political and Economic;

Urban Environment

Building on the foundation laid in preceding grades, the next three years are devoted to selected institutions and problems of contemporary life about which it is most important that citizens be informed now and in the years ahead. In Grades 7-9 students inquire into the political system, economic system, and the urban environment in the United States. Reference is made to other societies and periods for comparative purposes, geographic and historical perspective, and the further elaboration of cross-cultural concepts and perspectives.

As in Grades K-6, the program for Grades 7-9 includes selected historical studies. The importance of time relationships is emphasized, and the time and place settings for the studies are more closely articulated with the extended historical studies suggested for Grades 10 and 11.

The processes of inquiry in the analytic mode that were introduced in Grades K-6 are brought to full development and self-consciousness in Grades 7-9. The student becomes aware that he is using processes of inquiry in ways that are similar to those employed by social scientists. He gains greater control of all inquiry processes in the course of developing a conceptual grasp of the various elements of political system, economic system, and urban centers.

More refined use is made of both the integrative and analytic modes. Sometimes the student is mainly in the analytic mode or mainly in the integrative mode, but more and more frequently he is bringing both modes to bear in a single unit of study. That is, he is looking at a particular society as a whole and in terms of the categories through which the society sees itself (the integrative mode), while at the same time he is looking at aspects of the society in terms of constructed concepts that are applicable to many societies (the analytic mode). He should develop a sharper consciousness of the relation between the analytic and integrative modes, along with a fuller and more conscious exercise of the processes that belong to the integrative mode. He becomes increasingly aware of which mode and which process he is using from time to time. One integrative process that has heretofore been present only implicitly, historical integration, is now for the first time used explicitly.

Systematic attention is given to the policy mode, the kind of inquiry that leads to decisions and preferences. Extensive use is made of six processes: defining the problem, identifying relevant information, valuing, generating a trial solution or alternative solutions, testing solutions systematically in terms of their projected consequences, and deciding on a preference or a course of action. As these processes are used, the process of inference as defined in Part II is used in both the analytic and integrative modes; the student becomes aware of the ways in which the analytic and integrative modes of thought contribute to policy making, and of the dangers of erroneous inference. Both the second and third sections of this block of grades culminate in policy-oriented topics, in which all policy processes are used.

The eleven topics into which these studies are divided are presented in the sequence that seems most logical, though some rearrangements of topical content are possible. The first block of study on the urban environment (Topics 8-11) could precede the studies on comparative political and economic systems (Topics 1-7). The main cost of such a shift would be loss of the opportunity to have the learnings about political and economic systems applied and interpreted in the urban context. Shifts in the sequence of Topics 3-7 are also possible. For example, a class could move directly from the introduction of political and economic systems in Topics 1-2 to the contemporary United States in Topic 6. The historical development of modern political economies could then be developed in Topics 3-4, and this part of the study could conclude with the contemporary comparative examinations of a command economic system such as the Soviet Union and underdeveloped countries in Topics 5 and 7. Topics 1 and 2 should always open the studies of political and economic systems, however, for they present the basic conceptual tools for dealing with this area of human behavior. Similarly Topics 8-11, wherever they are presented in Grades 7-9, should be presented in the sequence given. Wherever shifts in the sequencing of conceptual content are made, inquiry processes must be adjusted to maintain an effective sequence.

TOPIC 1: HOW DO SOCIETIES DECIDE WHAT IS TO BE DONE AND WHO IS TO DO IT?

INQUIRY PROCESSES

Analytic
- Observation: selective
- Classification: constructed classes
- *Definition: behavioral
- Contrastive analysis
- Communication
- Generalization

Policy Mode
- Valuing

CONCEPTS

- Types of societies: tribal
- Political system
  - Political culture
    - Authority, legitimacy
    - Political socialization
  - Constitution
  - Decision making
    - Interest articulation
    - Interest aggregation
    - Rule-making
    - Rule application
    - Rule adjudication
    - Social values

SETTINGS THAT MEET THE CRITERIA

See examples in the discussion that follows

Inquiry Processes

The mode of inquiry is exclusively analytic. Observation attends selectively to those patterns of behavior related to decision making, and classification is for the purpose of constructing classes of these selectively observed behaviors. Systematic attention is given to the process of behavioral definition. It cannot be assumed that by Grade 7 students will have a firm understanding of the importance, for the analytic mode, of defining classes of behavior (generating behavioral concepts) in terms of precisely defined behaviors, so that they will be replicable for other observers and to other social settings. Hence an overriding inquiry objective of this topic is that students become proficient at behavioral definition as they develop the conceptual tools comprising the concept cluster "political system." The simplest and most immediate settings have been chosen, in order to facilitate and make possible this crucially important learning. The emphasis on behavioral definition in this topic should be seen as consolidating and culminating the emphasis on the analytic mode of inquiry that has permeated most of the earlier grades.

Concepts

In Topics 1-7 of this block of grades the student will be developing and utilizing the basic array of conceptual tools for understanding those categories of human behavior that are called "political" and "economic." Political scientists and economists propose a number of different conceptual approaches to these realms of human behavior. Any selection from, or arrangement of, the available conceptual approaches and tools is necessarily somewhat arbitrary. The effort has been to develop for use throughout the remainder of this program an array of concepts that are clear, internally coherent, and comprehensive in their coverage of political and economic phenomena.

"Political" behavior relates to (a) the making of decisions that are binding on all members of a group, and (b) control of the means of physical coercion that are the ultimate basis for implementing and enforcing such decisions. "Economic" behavior relates to the production and distribution of goods and services. Obviously political and economic behavior overlap and interpenetrate. For the sake of greater analytical precision they can be viewed separately, as in Topics 1-4; but for the sake of understanding their interrelatedness it is equally important that they be viewed together, as in Topics 5-7.

The most useful basic concept for approaching both these aspects of human behavior is the concept of "system." A system is a cluster of parts that work interdependently to convert certain inputs into certain outputs. An automobile engine is a system of parts that works interdependently to convert the input gasoline into the output energy. In a social system, outputs are for the most part behavioral acts based upon choices or decisions, so that social systems may usually be seen as decision making systems.

A social system can be quite limited (the family), or it can be extensive (the people of the United States). The great value of the concept of system is that its simplicity facilitates the comparative analysis of most kinds of social groups. Thus families, school classes, social clubs, government agencies, nations, and even international organizations can be compared as systems of interdependent parts (individuals and groups) working to convert certain inputs into certain outputs. A "political system" and an "economic system" are subsystems of some total social system. The concepts related to political system are elaborated and developed in this topic, while those related to economic system are elaborated and developed in Topic 2.

In this topic students will be asked to think of every social group (families and school classes as well as nations) as having a political system. The main outputs of a political system are "rules" or decisions ("the authoritative allocation of values") for the group. Its main inputs may be thought of as "demands" and "supports." "Demands" are processed through the interdependent working of groups and individuals to produce "rules," while "supports" are necessary for maintaining the decision making system.

Students should come to see that the essential characteristics of any political system can be analyzed by asking certain questions about it. The characteristics to which these questions are addressed are the concepts that make up the cluster called political system in this program. These questions and concepts are as follows:

(1) Political culture: How do members of the group perceive their relationship to the political system? The term political culture refers to the general perceptions and behaviors toward a group's political system by members of the group. It is through political culture that "support" inputs are generated for the system. Political culture concerns the way members of the group perceive: (a) the rules of the game, or the accepted prescriptions for behavior, including the role of the individual as well as key functionaries; (b) actual practices; and (c) discrepancies between prescriptions and practice in the political system. In "subject" political cultures most members of the group perceive themselves as observers or recipients of decisions made by political elites; in "participant" political cultures most members of the group expect that they can have some influence, direct or indirect, on the decisions. The concepts authority and legitimacy refer to the supportive attributes of political systems that are generated through political cultures. A viable political system must possess authority, in the sense that its decisions are sufficiently accepted by members of the group to be carried into effect. Authority will be weakened or lost if the regime does not possess legitimacy, if, that is, it is not generally perceived as legitimately or rightfully holding the decision making roles. This will depend, in turn, upon the political values generally held in the group, attitudes about how, by whom, and to what ends the decision making power should rightfully be exercised. Political socialization is the process through which members of the group come to perceive the political system and behave in relation to it, including the process through which the system generates and strengthens perceptions, attitudes, and political values from which supportive inputs flow.

(2) Constitution: Who are the decision makers, how are they chosen, and within what limits do they act? The concept "constitution," as used here, does not refer to a written document but to the written or unwritten "rules of the game" for decision making that are generally perceived as legitimate by members of the group. In this sense a family has a constitution (however unclear and unstable) just as in some political systems, subconcepts relevant to constitution are: federalism, separation of powers (executive, legislative judicial), checks and balances (executive veto, for example).

(3) Decision making: How does the political system function to convert demands into decisions or rules? Decision making is the general process through which "demand" inputs are converted into "rule" outputs. Like any general process, it can be subdivided into observable classes of subprocesses. These are:

(a) Interest articulation, or the presentation of demands to the decision makers or to persons with access to the decision makers. The basic political activity involved in presenting demands to the decision making system is most often carried on through political groups, such as factions, cliques, interest groups, and elites. Demands are pressed through various modes of influence, such as communication, persuasion, and coercion.

(b) Interest aggregation, or the combination of demands into alternative policy choices In some political systems, political parties are important agencies for interest aggregation, and interest aggregation is an important part of the legislative process.

(c) Rule making, or the setting of norms of conduct by a choice of policy. Legislation is a familiar form of rule making.

(d) Rule application, or the enforcement of specific policy judgments by authorities.

(e) Rule adjudication, or the authoritative settling of disputes concerning policy judgments or their application. The judicial process is a familiar example of rule adjudication.

The way the political system is perceived, as referred to in the discussion of political culture, is a major factor in the decision making process; and in the analysis of decision making special attention must be given to differences of perception among the various segments of society.

In this topic students should begin by attempting to develop their own concepts for analyzing the political behaviors they have selectively observed. Concepts developed by the class should then be refined and elaborated into the four basic concepts of political systems, along with such subconcepts as may be appropriate for the groups being studied. Students should understand that this, or any other conceptual scheme, is somewhat arbitrary, and that a single scheme is being adopted only for the purpose of facilitating the further studies in political behavior. Small and relatively simple social groups have been chosen as settings, in order to simplify the difficult inquiry-conceptual learnings required by this Topic.

Settings

The smaller and simpler social groups chosen as settings for this Topic should be of two kinds: (1) a tribal society, selected for the clarity with which its political system can be perceived, and (2) the primary social groups to which the student belongs, that is, family, peer, group, classroom group, and school.

Behavioral Objectives

At the end of this topic the student should be able to:

Define political system and its component concepts and subconcepts.

Use the above concepts in observation of political systems and in the analysis of the identities and differences in political systems.

State generalizations about the processes of political systems as a result of classifying them and analyzing their identities and differences.

Communicate the findings of his inquiry in precise language based upon evidence, using whatever media seem most appropriate such as written language, charts, and graphs.

Define political culture and its component subconcepts of authority, legitimacy, and political socialization and illustrate examples of each in the settings selected for study.

Classify political cultures according to differences in subconcepts.

State generalizations regarding the nature of political culture and its effects upon people within their culture in terms of authority, legitimacy, and socialization processes.

TOPIC 2: HOW DO SOCIETIES DECIDE WHO GETS WHAT?

INQUIRY PROCESSES

Analytic
- Observation: selective
- Classification: constructed classes
- Definition: behavioral
- *Contrastive analysis
- Communication

CONCEPTS

- Types of societies: tribal, peasant-urban (including fuedal and bureaucratic empire)
- Political system
  - Political culture
  - Constitution
  - Decision making
- Economic system
  - Needs: unlimited wants, limited resources, scarcity, priorities
  - Production
    - Factors of production: natural resources, labor, capital, technology, management
    - Sectors of production: agriculture, extraction, service
    - Division of labor and comparative advantage: by age, sex, and ascribed class
    - Distribution
    - Decision making: tradition

SETTINGS THAT MEET THE CRITERIA
See examples in the discussion that follows

Inquiry Processes

The same inquiry processes that were utilized in Topic 1, wholly analytic, are used in more complex settings and with a new array of concepts (those dealing with economic behavior). On the assumption that the process of *behavioral definition* is now under control, the emphasis shifts to *contrastive analysis* (of political and economic systems in two new setting as well as the settings treated in Topic 1).

Concepts

In this topic students will discover that the general phenomenon of decision making systems can be subdivided for closer analysis by area of human behavior, and that a particularly important area for such analysis is "economic" behavior, or behavior related to the production and distribution of goods and services. As economic behaviors are selectively observed and classified, students are asked to inquire in terms of the concept of an economic system as a subsystem of any social system. In an economic system the basic inputs are resources--natural, human, capital and entrepreneurial--and material needs or wants to be satisfied. The basic outputs are decisions about what shall be produced, how the needed goods and services are to be produced, and how and to whom the products are to be distributed. As with political systems, the essential characteristics of economic systems can be analyzed by asking certain questions. The characteristics to which these questions are addressed are the concepts that here make up the cluster called economic system. Again the effort has been to develop, for use throughout the remainder of this program, an array of concepts that are clear, internally coherent, and comprehensive in their coverage of economic phenomena.

The conceptualized elements that, for this program, constitute economic system are as follows:

(1) Needs: What goods and services are most wanted? In any social groups presently imaginable, economic wants are (theoretically) unlimited, resources are limited, and a scarcity of desired goods and services exists. Therefore priorities have to be established.

(2) Production: How are the needed goods and services to be produced? There are three particularly useful conceptual approaches to production. The first is in terms of the factors of production: natural resources, labor, capital, technology, and management and entrepreneurship. The second is in terms of the sectors of production: agriculture, extraction (of natural resources such as fish, lumber, and minerals), service, and industry (mass fabrication in factories). The third is in terms of division of labor and comparative advantage, both occupational and regional. Division of labor also runs by age and sex, and, in many economic systems, by ascribed class.

(3) Distribution: How and to whom are goods and services to be distributed? Associated with distribution are a host of subconcepts, such as: trade, middlemen, transportation, money, balance of payments, wages, labor unionization, welfare state, rent, and profit.

(4) Decision Making: How are decisions made about needs, production, and distribution? Economic systems are usually classified into four groups according to the way economic decisions are made. Traditional economic systems are those in which economic behavior is regulated mainly by tradition, that is, by a long established adaptive pattern for wresting the bare economic necessities from the natural environment through a relatively undeveloped technology. In market economic systems, decisions are made largely by the operation of the market. In these systems production has been augmented by division of labor and technological advance to create the market. Subconcepts related to such systems include: private enterprise, profit motive, opportunity cost, price competition, and advertising. Command economic systems are those in which decisions are made by central agencies for planning and control.

Subconcepts related to these systems include: government regulation, government ownership (socialism). Finally, economies that have elements of both market and command are called mixed economic systems.

The new settings introduced with this topic are to be compared with the settings of Topic 1 in terms of political systems; the concepts belonging to economic system are to be developed in terms of the new settings; and the new settings are to be compared with each other and with the settings of Topic 1 in terms of economic system. It is important that students see, through using the two clusters of concepts together, that political and economic behavior are intimately interrelated; that they may be separated for purpose of closer analysis; but that they must also be analytically related to each other.

Settings

The settings are two variants of peasant-urban societies, one a bureaucratic empire based economically on peasant agriculture, and the other a similarly based feudal society. A secondary criterion is the need to develop knowledge for historical integration. The bureaucratic empire should be an ancient "high" civilization. Ancient Egypt seems particularly advantageous in several respects: the wealth and dramatic quality of the artifacts through which it can be studied; some especially interesting economic factors, such as the technology of irrigation and the heavy expenditure of economic resources for ceremonial, religious, and political purposes; and its linkages through Biblical history with the Judaeo-Christian tradition.

The feudal setting should meet the pressing need for historical background to modern Western history. France has been recommended as the setting for studying religious and artistic aspects of medieval Europe in Grade 6. Therefore, in this topic, the setting for studying the economic and institutional aspects of European feudalism might be moved across the Channel to medieval England. This would be particularly advantageous in view of the suggested English settings for studying modern political and economic systems in succeeding topics.

Behavioral Objectives

At the end of this topic the student should be able to:

Define economic system and give illustrations from tribal and peasant societies.

Analyze and contrast the interrelationships between political culture and economic decision making.

State generalizations regarding economic behaviors on the basis of observation and classification of those behaviors.

Develop economic models on the basis of the concepts and generalizations developed above. (The models should exemplify a simple economic system.)

Distinguish among the modes of inquiry used to study economic systems.

TOPIC 3: HOW DO MARKET ECONOMIES DEVELOP AND FUNCTION?

INQUIRY PROCESSES

Analytic
- Observation: selective
- Classification: constructed classes
- Definition: behavioral
- Contrastive analysis
- *Generalization
  - Generating hypotheses
  - Testing hypotheses
  - Using models

Integrative
- Observation: comprehensive
- Classification: observed classes
- Definition: refined
- Comparison
  - Similarities of observed events
- *Holistic integration
  - Historical

CONCEPTS

- Types of societies: tribal, peasant-urban, rural-urban
- Economic system
  - Needs
  - Production
    - Factors of production: natural resources, labor, capital, technology, management and entrepreneurship
    - Sectors of production: agriculture, extraction, industry and industrialization
    - Division of labor and comparative advantage: occupational and regional
    - Distribution: trade, middlemen, transportation, money, balance of payments
    - Decision making: market, private enterprise, profit motive, opportunity cost, price competition
  - Economic growth
    - "Take-off"
    - Gross national product

SETTING THAT MEET THE CRITERIA
See examples in the discussion that follows

Inquiry Processes

At this point inquiry becomes analytic and integrative. In the analytic mode, the student utilizes the same processes as in Topics 1 and 2 in analyzing the market economy and in developing additional subconcepts appropriate to that economic system (industrialization, trade, market, price competition, and the like). The process of generalization is carried further than it has been before, to include not only the generation but the testing of hypotheses (for example, the hypotheses that division of labor increases production, as tested by the development of the woollens trade). Still another generalizing process, the use of models, is emphasized (testing the Anglo-American economy of the 18th century against the model of a purely rational market economy).

But in this topic the student is asked to do more than develop and apply abstract concepts and models. Market economies developed at a particular stage in the historical experience of particular Western societies, and this fact carries the student into the integrative mode. Through the integrative processes of classification and refined definition, he takes his categories from the observed society, reshaping them somewhat for his conceptual purposes (the observed class "Navigation Laws" and related phenomena might, for example, be refined into the concept "mercantilism"). Especially he practices, now for the first time explicitly, the process of historical integration, in which he is concerned with the temporal and causal relationships among his refined classes.

It is particularly important for the student to understand that he is inquiring about these phenomena in these two different modes, and to understand why. He should see that for some purposes it is useful, in the analytic mode, to conceptualize market economies abstractly, apart from any particular social setting in which they may be found. He should see that for other purposes it is useful, in the integrative mode, to understand market economies as developing in particular times and places, with particular causes, conditioning factors, and deviations from the pure model. If he has learned to understand the American economic system in its origins both analytically and integratively, he will be able to understand the changed economic system of his own day. That is, he will be able to establish, in the analytic mode, its identities and contrasts with the abstractly conceptualized market system; while in the integrative mode he will be able to assess the historical and cultural forces that have caused it to change and that will affect the direction in which it may change in the future.

Concepts

The conceptual objective is to understand market economies in terms of the concept cluster "economic system," as described in Topic 2. This means also developing the subconcepts that are particularly pertinent to the market type of system. These include, as factors of production, natural resources, labor, capital, technology, and management, and entrepreneurship; as sectors or production, agriculture, extraction, and industry (particularly industrialization as an economic process); both occupational and regional division of labor; as aspects of distribution, trade, middlemen, transportation, money, and balance of payments; and as aspects of decision making, market, private enterprise, profit motive, opportunity cost, and price competition. In addition the concept of economic growth is introduced, with such related concepts as "take-off" and gross national product.

Settings

If market economies are to be dealt with both analytically and integratively, settings have to be thought about somewhat differently. As long as inquiry is wholly in the analytic mode, choice can be made from a wide variety of settings containing behaviors from which the specified concepts can be derived. But integrative inquiry refers, by definition, to particular social situations, which is to say particular settings.

Market economies arose, by and large, in Western Europe and North America in the period roughly since the fifteenth century. But the focus must be radically narrowed if effective inquiry is to occur. More closely specified settings should be selected--more than one are probably necessary--and collectively they should meet the following criteria: (1) they should be effective vehicles for eliciting the concepts and subconcepts required for understanding the market political system in the analytic mode; (2) they should enable students to inquire into the nature and causes of economic growth in market economies, again analytically; (3) they should permit historical integration of the most critical features of the development and growth of market economies; and (4) they should provide background for understanding the present economic system of the United States.

The following suggested settings meet these criteria:

(1) The woolens trade in England and the Low Countries in the 14th-16th centuries: the rise of the market. In this setting students should see how the division of labor (both regional and occupational) and, to a lesser extent, improved technology began to create a growing market in the manorial economy of late medieval England and the Low Countries. In this relatively simplified setting such conceptualized phenomena as trade, middlemen (the rise of the bourgeoisie!), transportation, money, private enterprise, profit motive, and entrepreneurship should be clearly evident. The early enclosure movement offers a dramatic context for developing the concept of opportunity cost.

(2) Anglo-American trade in the 18th century: the creation of an international market. The focus is on Anglo-American trade as a product of the commercial revolution that had accompanied European overseas exploration and colonization. The European and North American economies are seen as resting on a great extension of the regional division of labor and consequently on the international market and international trade. Concepts relating to international trade, such as balance of payments, should be developed. British mercantilism should be looked at as an impediment to the development of a fully rational international market. Concepts relating to production should be explored, for example, variability of access to the factors of production for Virginia tobacco planters or West Indian sugar planters as contrasted with English shipbuilders.

(3) The English industrial revolution: the rounding out of the market economy. The primary emphasis is on the role of technological innovation, entrepreneurship, capital, and labor in the early development of the English textile industry. A secondary emphasis is on the shift from mercantilist to laissez-faire economic policies by the British government. Adam Smith's The Wealth of Nations could be drawn upon in developing a fully rational model of the market economy, in terms of the concept cluster "economic system."

(4) The American market revolution: "take-off" into sustained economic growth. The subject of economic growth, raised implicitly in the preceding setting would here be the explicit conceptual focus, in the context of the creation of a national market economy in the United States in the early nineteenth century. The conceptual emphasis would be on extension of the regional division of labor as a result of improvements in transportation, with industrialization introduced as a supplementary development. Students might here ask "integrative" questions about the relationship between economic growth and social characteristics (social mobility as related to entrepreneurship), as well as values (the "Protestant ethic").

(5) The Affluent Society: producer-consumer market relationships, advertising, consumer credit, national spending decisions, the paradox of affluence and poverty.

Behavioral Objectives

At the end of this topic the student should be able to:

Use concepts of economics acquired in previous topics in the analysis of historical settings.

Define and illustrate economic concepts as used in studying given historical settings.

Define and illustrate the ideology and theoretical functioning of an ideal market economy.

Define and illustrate the concept of "economic take-off."

State generalizations regarding causal factors in the rise of the market economy, and identify weaknesses and/or counter arguments regarding the generalization.

Describe how the market economy was a product of a unique set of social interrelationships.

Contrast integrative and analytical processes of inquiry by stating how each may be used.

Inquiry Processes

Inquiry is again both analytic and integrative, using the same processes as in Topic 3 in the same way, applied now to political behavior. The further exercise of this kind of mixed inquiry in a new context is necessary to establish a firm command of the respective uses of the two modes and their relation to each other.

TOPIC 4: HOW DO DEMOCRATIC POLITICAL SYSTEMS DEVELOP AND FUNCTION?

INQUIRY PROCESSES

- Analytic
  - Observation: selective
  - Classification: constructed classes
  - Definition: behavioral
  - Contrastive analysis
  - *Generalization
    - Generating hypotheses
    - Testing hypotheses
    - Using models
- Integrative
  - Observation: comprehensive
  - Classification: observed classes
  - Definition: refined
  - Comparison
    - Similarities of observed events
  - *Holistic integration
    - Historical

CONCEPTS

- Political system
  - Political culture
    - Authority, legitimacy
    - Political values
    - Political socialization
  - Constitution: prerogative, representation, civil rights and liberties, federalism, separation of powers (executive, legislative, judicial), checks and balances (executive veto, etc.)
  - Decision making
    - Influence: communication, persuasion (propaganda) coercion
    - Political groups: parties, factions, cliques, interest groups, elites
    - Social stratification: status (ascribed and achieved), mobility, caste and class
    - Man-land ratio

SETTINGS THAT MEET THE CRITERIA
See examples in the discussion

Concepts

The conceptual objective is to understand the modern liberal state in terms of the concept cluster "political system," as described in Topic 1. This means also developing the subconcepts that are particularly pertinent to this kind of political system. Subconcepts related to political culture include: authority and legitimacy, political values, and political socialization. Those related to constitution include: prerogative, representation, civil rights and liberties, federalism, separation of powers (executive, legislative, judicial), and checks and balances (executive veto, bicameralism, etc.). Related to decision making are modes of influence (communication, persuasion and propaganda, and coercion) and political groups (parties, factions, cliques, interest groups, elites). Concepts particularly related to political behavior in this context are social stratification (with the associated concepts of ascribed and achieved status, mobility, caste, and class) and man-land ratio.

Settings

Again, as in Topic 3, a particular setting is necessarily prescribed by the integrative nature of the inquiry, and again the prescribed setting is very broad: early modern Western Europe and North America, more particularly England and its American colonies, where the modern liberal state actually first developed. The problem, therefore, is to choose a group of more restricted settings that will: (1) facilitate an analytic understanding of the modern liberal political system in terms of the concept cluster "political system"; (2) facilitate an integrative understanding and particularly a historical integration of the development of the modern liberal political system; and (3) provide background for understanding the present political system of the United States.

The following suggested settings meet these criteria:

(1) England in 1688: the Glorious Revolution. This setting would be especially effective for developing conceptual understanding in the realm of political culture. Both the authority and legitimacy of the English regime crumbled, in large part because they were out of tune with a newly developing system of political values. The values can be extracted directly from a classic document, John Locke's Of Civil Government, in excerpted and simplified form; while some of the most important constitutional changes can be drawn from the English Bill of Rights. The concept of political socialization can be developed by asking what part of the English population belonged in any significant sense to the politically socialized community.

(2) Massachusetts in the 17th century: the development of representative government. Here the student can inquire into the fascinating relationship between man-land ratio, increased social mobility, and the dramatic constitutional changes toward broader participation, at the levels of both town and province.

(3) Boston and the Continental Congress, 1763-1776: the American Revolution. While attention would be given to political culture in all its aspects, the emphasis would be on political activity, the character and methods of the American Whig opposition to British policy.

(4) Pennsylvania in 1776: the creation of a democratic state. This study of the adoption of the most democratic of the Revolutionary state constitutions would draw particularly on the concepts of political values, political groups, and constitution.

(5) The United States, 1785-1791: the Federal Constitution and the Bill of Rights. Inquiry would focus particularly on the Constitutional Convention in terms of decision making, drawing upon other conceptual elements of political system in the course of the study.

Behavioral Objectives

At the end of this topic the student should be able to:

Use concepts of political system and culture to analyze selected historical settings.

Define and illustrate the ideology and theoretical functioning of an ideal liberal state including codified statements.

Contrast the ideals of the liberal state to those of a feudal state, identifying points of similarity and difference.

Contrast the ideal of the liberal state to practices within the liberal state.

State generalizations regarding the causes of revolution.

State generalizations regarding the causal factors in the rise of the liberal state.

State generalizations regarding the interrelationship of the growth of the market economy and the development of the liberal state.

Illustrate how the liberal state was the product of a unique set of factors within a given setting.

Describe the decline of feudal authority and legitimacy in contrast to the rise of the liberal sentiment.

TOPIC 5: HOW ARE DECISIONS MADE IN A COMMAND POLITICAL ECONOMY?

INQUIRY PROCESSES

Analytic
- Observation: selective
- Classification: constructed classes
- Definition: behavioral
- *Contrastive analysis
- Generalization

Integrative
- Observation: comprehensive
- Classification: observed classes
- Definition: refined
- *Comparison
- *Holistic integration

CONCEPTS

- Political system
  - Political culture
  - Constitution: communism, party bureaucracy
  - Decision making
- Economic system
  - Needs
  - Production
    - Factors of production: socialism (government ownership)
    - Sectors of production
    - Division of labor
  - Distribution
  - Decision making: central governmental planning and direction
- Economic growth
  - "Take-off"
  - Gross national product

SETTINGS THAT MEET THE CRITERIA
See examples in the discussion that follows

Inquiry Processes

In the analytic mode, inquiry seeks to develop conceptually the characteristics of command economic systems, the emphasis being on contrastive analysis of command systems and other systems. At the same time, in the integrative mode, inquiry looks to the crucial elements in the Russian experience that have produced this particular form of command system.

Concepts

The emphasis is again on political system and economic system, now developing those subconcepts that are particularly germane to the Soviet command systems, such as communism, party bureaucracy, and central government planning and direction. The concepts of economic growth are again utilized in seeking to understand how economic growth has been achieved in this system.

Settings

The suggested setting is the Soviet Union, but more narrowly focused settings (or case studies) should be selected to facilitate inquiry into the most crucial characteristics of the Soviet system. The settings chosen should enable students to ask how the Soviet system is most like other systems, as well as how it is most difficult from other systems. Characteristics to be considered in the choice of settings should include: the relationship of the political group in control to the state, a major economic decision or policy, a change of regime, processes for accommodating individual wants to the centrally defined goals (incentive systems, distribution of consumer goods, and the like), and the status system and degree of social mobility.

Behavioral Objectives

At the end of this topic the student should be able to:

Define and illustrate political and economic aspects of a command economic system.

Contrast the political and economic system of a command economy with the ideals of the liberal state and point out areas of agreement and differences.

Contrast the ideological rationale for a command political economy with its practices and state points of agreement and differences.

Describe the relationship between past practices and systems and the development of a command political-economic system.

State Generalizations regarding the interrelationship of political-economic decision making in a command system.

Defend a position regarding the merits of a command vs. a noncommand system.

TOPIC 6: HOW ARE DECISIONS MADE IN THE MIXED POLITICAL ECONOMY OF THE PRESENT-DAY UNITED STATES?

INQUIRY PROCESSES

- Analytic
  - Observation: selective
  - Classification: constructed classes
  - Definition: behavioral
  - *Contrastive analysis
  - Generalization
- Integrative
  - Observation: comprehensive
  - Classification: observed classes
  - Definition: refined
  - *Comparison
  - *Holistic integration

CONCEPTS

- Political system
  - Political culture: party identification
  - Constitution
  - Decision making
    - Influence: communication (mass media), persuasion, coercion, (civil disobedience)
    - Political groups: parties, factions, cliques, interest groups, elites
- Economic system
  - Needs
  - Production
    - Factors of production
    - Sectors of production
    - Division of labor: automation
  - Distribution: labor unionization, welfare state, advertising
  - Decision making: mixed (market and government regulation), fiscal and monetary controls, corporation, labor union, monopoly, oligopoly, countervailing powers

SETTINGS THAT MEET THE CRITERIA
See examples in the discussion that follows

Inquiry Processes

Inquiry is to the same purposes and utilizes the same processes as in Topic 5.

Concepts

Once more the emphasis is on political system and economic system, now developing those subconcepts that are particularly germane to the mixed political economy of the present-day United States, such as welfare state, government regulation, fiscal and monetary controls, corporation, labor union, monopoly, oligopoly, advertising, and countervailing powers. Crucial characteristics of the present political economy of the United States are to be identified by contrasting it with the earlier American political economy and with the political economy of the Soviet Union.

Settings

The general setting of the United States must be narrowed to a selection of narrowly focused settings (or case studies) that will facilitate inquiry into crucial characteristics of the political economy. Characteristics to be considered in the choice of settings might include such things as: (1) the competitiveness and effectiveness of the market (as affected by advertising) as a system for deciding what should be produced; (2) the role of citizens (through political parties) in deciding who should be President (for example, 1960); (3) the role of corporate management, labor unions, and government in determining the wage level; and (4) the factors affecting a governmental decision (involving Congressional action) related to the maintenance of economic stability and growth.

Behavioral Objectives

At the end of this topic the student should be able to:

Define and illustrate the elements of a mixed political economy.

Contrast the ideology of the liberal state to the practices of the mixed political-economic system and state the differences and similarities.

Contrast the economic and political decision making of a command system to that of a mixed political-economic system.

State generalizations regarding the relationship of ideology and practice in a command and a mixed political-economic system.

Describe the actual changes which led to the mixed political economy in comparison with the ideal and practical description of the liberal state.

State generalizations regarding the causes of the changes from the ideals of the liberal state to modern mixed political economies.

Contrast the role of the individual in the decision making processes of a command and a mixed political-economic system.

Develop a model to show ways an individual in a mixed political economy can affect decision making.

State generalizations regarding social problems and their effects on the change from the ideals of the liberal state to the system of mixed political-economic states.

Identify social conditions or problems which may lead to further alterations of the mixed political-economic state.

TOPIC 7: HOW CAN UNDERDEVELOPED SOCIETIES COPE WITH THE DEMAND FOR RAPID MODERNIZATION?

INQUIRY PROCESSES

Analytic
- All the processes, but especially--
- *Contrastive analysis
- *Generalization
- *Inference

Integrative
- All the processes, but especially--
- *Comparison
- *Holistic integration
- *Inference

Policy
- Defining the problem
- *Valuing
  - Identifying relevant values
  - Examining and refining relevant values
- Identifying relevant information
- Generating trial solutions
- *Testing solutions
- *Deciding

CONCEPTS

- Underdeveloped societies
- The revolution of rising expectations
- Political modernization
- All the concepts developed in Topics 1-6

SETTINGS THAT MEET THE CRITERIA
See examples in the discussion that follows

Inquiry Processes

In this topic the complete range of inquiry processes in all of the three modes is utilized. The analytic and integrative modes are used after the fashion of Topics 3-6, to develop in a comparative context the features of modernizing systems and of the particular societies in which modernizing systems are studied.

The emphasis, however, is on the use of the full array of processes in the policy mode. This in turn brings into use the process of inference in both the analytic and integrative modes, the use of conclusions reached in either of these two modes of thought for a further intellectual or practical purpose--in this case, their use in the policy mode. (For example, in considering the policy problem of economic growth in Brazil, one would ask whether generalizations, drawn from the analytic mode, about the indispensability and methods of capital accumulation are applicable to the problem at hand; similarly one might ask whether a conclusion about the importance of developing a national transportation network, drawn from integrative thinking about economic growth in the United States, was applicable to the Brazilian situation.) Students should be made aware of inference as a conscious process, so that the dangers of misplaced inference and overgeneralization can be avoided.

Policy inquiry should start with a clear definition of the problem. This must necessarily be accompanied by valuing, deciding what is wished or valued, a choice that often takes the form of establishing priorities among competing values. Students should realize that values are often unconscious, confused, and mutually contradictory. Therefore the first step in valuing must be to examine values in the area of the problem and decide which are most relevant. The next step is to refine and make consistent those values that are most relevant to the problem. Having defined the problem and established the relevant values, the next process is to identify relevant information, particularly conclusions drawn by inference from the analytic and integrative modes of thinking. This information provides the basis for generating one or more trial solutions, or alternative courses of action. One then tests these solutions by trying to predict their consequences as carefully and fully as possible; and on the basis of the tests one decides for the solution that comes closest to solving the problem, while having the fewest undesired consequences in other areas.

In this topic the student puts himself in the place of the decision maker in a particular modernizing society and attempts to develop his decision in terms of the real possibilities and limits in the society.

Concepts

The focus is on underdeveloped societies and the interrelated processes of economic development and political modernization. Within this context the student has an opportunity to draw upon and integrate all the conceptual understandings he has developed in Topics 1-6. In the role of decision maker for an underdeveloped society, he sees the various political and economic systems previously studied as possible models for his society; and he draws upon the understanding he has developed of political and economic processes to judge the probable consequences of this or that course of action.

Settings

At least two modernizing societies should be studied, in order to understand the great differences in the situations and problems of such societies. The two should be drawn from different parts of the world. Brazil would be a particularly interesting case, because of its geographical and social diversity and its enormous resources and economic potential. Ghana, or another newly independent African nation, would illustrate the difficulty of developing a modern political system to replace an imperial regime and in a context of tribal rivalries.

Behavioral Objectives

At the end of this topic the student should be able to:

Define and illustrate the economic and social problems of an underdeveloped area.

Describe the traditional value system of an underdeveloped area and the impact of these values on the development or lack of development of the area.

Define and illustrate the elements needed for economic development and relate each of these in an analysis of the developmental potential of an underdeveloped area.

State the procedures for rational decision making.

Propose remedies for the political and economic needs of an underdeveloped area.

State generalizations regarding the interrelationships of politics and economics in an underdeveloped area.

Contrast the problems and goals of at least two underdeveloped areas and compare the techniques employed for development.

TOPIC 8: HOW DID THE EMERGENCE OF CITIES CHANGE THE LIFE OF MAN?

INQUIRY PROCESSES	CONCEPTS
Analytic Observation: selective *Classification: constructed classes Integrative All the processes, but especially-- *Holistic integration Cultural (Historical)	The food-producing revolution ("the great transformation") Types of societies: tribal, peasant-urban, rural-urban Urban functions City-hinterland interaction

SETTINGS THAT MEET THE CRITERIA
See examples in the discussion that follows

Inquiry Processes

Inquiry is first integrative and then analytic. An instance of the creation of urban life is observed through artifacts of behavior such as potsherds and early documents. Utilizing such evidence as survives, the student inquires in the integrative mode, especially through the process of cultural integration. Shifting to the analytic mode, he then studies general characteristics of the phenomena he has examined, engaging particularly in the classification of patterns of behavior in terms of constructed classes (in this case a typology of societies and several concepts concerning urban characteristics and relationships).

Concepts

This topic marks the transition from a comparative-historical study of political-economic systems to a final segment of study where the understanding of political-economic systems will be brought to bear in a consideration of the urban environment.

The conceptual focus here is on the "food-producing resolution," the associated development of urban life, and the changes in culture ushered in by that revolution. In this context the student begins to develop basic conceptual tools, especially urban functions and city-hinterland interaction, that he will be using for analysis of urban life generally.

Settings

The principal setting should be one of the most ancient peasant-urban cultures for which adequate evidence has survived, for example, Sumer. But comparative reference should be made to a selected contemporary peasant-urban culture to underline the point that this is a general human phenomenon not restricted in time.

Behavioral Objectives

At the end of this topic the student should be able to:

State generalizations regarding the connection between the agricultural revolution and the rise of cities.

Compare the population densities, political, economic and social systems before and after the agricultural revolution.

Compare technologies of the post-agricultural revolution period with those of a modern peasant-urban setting to identify points of similarity and difference.

State generalizations regarding the transformation of values as a result of permanent settlement (e.g., the notion of territory, idea of property) that apply to modern as well as to ancient settings.

TOPIC 9: HOW HAVE CITIES VARIED IN THEIR FUNCTIONS AND CHARATERISTICS?

INQUIRY PROCESSES	CONCEPTS
Analytic Observation: selective Classification: constructed classes Definition: behavioral *Contrastive analysis Generalization Integrative All the processes, but especially-- *Holistic integration Cultural (Historical)	Urban functions: commercial, Political, military, cultural, multiple, etc. Urban location City-hinterland interaction
SETTINGS THAT MEET THE CRITERIA See examples in the discussion that follows	

Inquiry Processes

Inquiry in this topic is weighted on the analytic side, as the student seeks to develop a conceptual understanding of the characteristics and functions of cities and urban life under a wide variety of preindustrial conditions. Emphasis is on contrastive analysis (among the cities studied, in terms of the conceptual categories to be emphasized), but important use is also made of generalization (for example, the generation and testing of hypotheses about urban location). While these analytic processes are primary, the cities are also being studied through the integrative processes of cultural integration and implicitly, historical integration.

Concepts

The conceptual emphasis is on the varying functions of cities and on the varying characteristics of urban life as related to functions. The approach is mainly from the point of view of regional and urban geography, with attention to such concepts as urban location and city-hinterland interaction.

Settings

Probably four cities can be selected that will provide the desired range of variation, while no more than four can be studied in adequate depth without taking undue time and creating undue repetition of conceptual themes. The cities selected should be of different functions, periods, and cultures, but all should be preindustrial, in view of the emphasis on industrial cities in the following topics. The secondary consideration of building knowledge for historical integration suggests the special advantages of ancient Rome (a city with pre-eminent political functions), Renaissance Venice (a middleman between three cultures), and Reformation Geneva (a religious center). The fourth choice might be a major Far Eastern city--Canton, Peking, Tokyo, or Calcutta--in the early modern period, both before and after the first major Western penetrations of the area.

Behavioral Objectives

At the end of this topic the student should be able to:

Define and illustrate the functions of at least four different types of preindustrial cities (e.g., administrative, religious).

Define and illustrate the reasons for preindustrial urban location.

Define and illustrate the influence of preindustrial urban areas on their hinterland.

Contrast the functions of the preindustrial cities selected for study.

Contrast the differences and similarities between selected preindustrial and modern urban area (the latter on the basis of the student's untutored perception of the modern urban area).

Inquiry Processes

Inquiry is again principally in the analytic mode, as students develop the conceptual tools for understanding the modern urban environment. Generalization is especially practiced (in generating and testing hypotheses to explain rural-urban shift and urban characteristics). Again this primary activity in the analytic mode is supplemented by cultural integration in the integrative mode (the comprehensive understanding of particular cities). In addition, a policy process, valuing, is utilized (as students become aware of their attitudes about their own environment).

TOPIC 10: HOW IS MODERN ORGANIZATION CHANGING THE LIFE OF MAN?

INQUIRY PROCESSES

Analytic
- Observation: selective
- Classification: constructed classes
- Definition: behavioral
- *Generalization

Integrative
- Holistic integration
  - Cultural

Policy
- (Valuing)

CONCEPTS

- Industrialization
- Rural-urban shift, migration
- Urban functions: commercial, political, military, cultural, services, recreational, multiple, etc.
- Urban location
- Intracity patterns of location
- City-hinterland interaction
- Interaction among urban areas
- Location, movement, and interaction of social groups in the urban environment
- Metropolis, megalopolis
- Natural resources, conservation

SETTINGS THAT MEET THE CRITERIA
See examples in the discussion

Concepts

The initial conceptual focus is on the massive rural-urban shift of recent times and the associated phenomena of industrialization and migration. Students ask why and how this shift to urban living has occurred, how the nature of the city has changed, and how the nature of life has changed under conditions of modern urbanization. They ask what determines the location and the physical arrangements and characteristics of the modern city (urban functions, urban location, intracity patterns of location). They ask about the relationship between a city and other cities (interaction among urban areas), and between a city and the area around it (city-hinterland interaction). They ask how man's relationship to the natural environment and natural resources has changed, and what new problems this has produced (conservation). Finally, they ask how relationships among men and social groups have changed under modern urban conditions (location, movement, and interaction of social groups in the urban environment).

Settings

The primary setting is the student's own metropolitan area or the nearest large metropolitan area, with comparative reference to other cities and societies as appropriate, and to nearby rural areas.

Behavioral Objectives

At the end of this topic the student should be able to:

State generalizations regarding the impact of the industrial revolution on the changing nature of urban areas.

Define and illustrate the concept of urban function (post-industrial) and the interrelationships of an urban area and its hinterland.

Utilize concepts from urban geography to analyze the local urban area (or other urban areas).

Identify and analyze social problems in urban areas and propose relevant courses of action.

TOPIC 11: HOW CAN THE QUALITY OF URBAN LIFE BE IMPROVED?

INQUIRY PROCESSES	CONCEPTS
Analytic All the processes, but especially-- *Inference *Integrative* All the processes, but especially-- *Inference *Policy* *All the processes	The aesthetic quality of the urban environment Decision making for the city All the concepts utilized in Topics 8-10

SETTINGS THAT MEET THE CRITERIA
See examples in the discussion below

Inquiry Processes

As in Topic 7, the emphasis is on the full range of processes in the policy mode, though in this topic relatively greater attention is devoted to *defining the problem* (deciding in what respects, in view of one's values, the quality of urban life should be improved). And again the entire range of processes in the analytic and integrative modes, especially *inference* in both modes, are utilized as contributing to the policy mode.

Concepts

All the conceptual tools developed in Topics 8-10 will be utilized in addressing the policy problem of how the quality of urban life can be improved. The study should include physical and aesthetic characteristics of the city (housing, transportation, and other aspects), social services and facilities (health, education, recreation, cultural activity), and relations among social groups. Particular attention should be given to the process and institutions of planning and decision making for the city and their adequacy (by whom and at what level, local, regional, state, or national).

Settings

The primary setting, continued from Topic 10, is the student's own metropolitan area or nearest large metropolitan area, with comparative reference to other cities and societies as appropriate.

Behavioral Objectives

At the end of this topic the student should be able to:

Define and illustrate political and economic decision making processes in a modern urban area.

Develop solutions to selected urban problems (using the processes outlined in the policy mode).

Identify strengths and weaknesses in arguments for and against current proposals for meeting urban problems.

Grades 10-11: Historical Integration: Relation of Past and Present

The program in these years is specifically historical. These studies build upon the numerous historical studies in the earlier grades and the process of historical integration included earlier in the program. In Grades 10 and 11 historical integration becomes the primary and sustained objective.

This block of learning serves two purposes. On the one hand it affords the student exercise in integrating the different kinds of social sciences learning he has previously experienced. In setting out to deal with each successive historical situation, he is asked to consider which of the previously mastered inquiry processes, analytic and/or integrative, which of the previously developed conceptual tools, and which of the previously derived generalizations may be most fruitfully utilized. Thus the two years of historical study may be seen as a synthesizing experience in the application and sharpening of the skills and understanding developed in Grades K-9.

On the other hand, this block of learning is designed to realize the special values of historical study *per se*, values revolving around understanding the relation between past and present. By studying the history of Western man and the United States, the student is better enabled to understand, and hence to deal with, his own time and social setting. Equally important, by studying the historical experience of societies very different from his own, the student extends his understanding of the range of social situations human beings have experienced and of the complex interrelationships among the components of changing human and social situations.

The historical studies in these two years, as well as the historical settings in the earlier grades, are suggested with a view to developing these two kinds of historical understandings, of the Western and of the non-Western experience. The studies for Grades 10-11 include a year's study of United States history, a half year or slightly more devoted to some central issues of modern world (mainly Western) history, and a half-year or slightly less devoted to the history of a non-Western society. In view of the difficulty American students will have in getting "inside" non-Western societies, the intensive treatment of a single non-Western society is preferred to a broader and necessarily more superficial study of non-Western historical experience in general.

These studies are arranged by Topics as follows:

Topic 1: How did the United States come to be the way it is, and how is it changing?
Topic 2: How have national groupings and conflicts affected the life of man?
Topic 3: How has India maintained its cultural unity over such a long period and such a diversity of peoples?

OR: How did China develop mankind's most durable socio-political system, and why has it been replaced?

OR: Why has Japan become Asia's only technologically advanced society?

There are some advantages in studying these Topics in the sequence as listed. The problems dealt with in Topics 2 and 3 probably require greater maturity than those dealt with in Topic 1, because they are less familiar to the student and also somewhat more alien to his sense of reality. A firm grasp of the American historical experience will probably increase the comparative insights to be gained by studying other historical experiences. But these advantages are not so compelling as to rule out a different sequencing of the Topics.

The Topics in these historical studies are further divided into Subtopics. The "historical wisdom" that is the overriding objective cannot be derived from a comprehensive, and therefore necessary superficial, factual knowledge of the chronological history of any society. Chronological comprehensiveness must be sacrificed to intensive inquiry at critical points. What is important is a growing competence in the inquiry process of historical integration and, through this process, development of a view of historical reality that is relevant to the student's sense of identity and his increasingly refined values. This means that the student must, to some extent, go through the same steps as the historian from evidence (sources) to hypothesis to testing (further evidence) to generalization.

Since this kind of "inductive" or "discovery" inquiry takes time, these studies are organized into closely focused Subtopics, which are related to each other by chronological and thematic progression. While the student should understand that his studies are therefore somewhat prestructured to lead him in promising rather than futile directions, every effort should be made within Subtopics to preserve opportunities for the student to see for himself some things that are not preprogrammed as well as some possibility for variation in the preprogrammed outcomes. Each Subtopic should be introduced in such a way that the student can see its relevance to him and the world he lives in.

A further modification of format for presenting this block of learning is dictated by the fact that inquiry processes and basic concepts remain constant throughout the two years. The preeminent inquiry process is, of course, historical integration. But the entire range of inquiry processes, in both the analytic and integrative modes, contribute to historical integration and will be drawn upon throughout. While the policy mode does not enter directly, the policy process of valuing cannot be divorced from historical integration. Insofar as historical inquiry is related to considerations of present identity, personal or social, values necessarily enter. In looking at the undifferentiated past, the student of history picks out for study those aspects that seem to him "significant," which is to say, those aspects that have an important relationship to his present and to the questions "Who am I?" "Who are we?" He "cares" about this or that aspect of the past because of its relation to an aspect of human experience about which he "cares" in the present. Legitimately entering into historical inquiry in this fashion, values can illegitimately distort the inquirer's perception or interpretation of the past, particularly if they operate covertly or unconsciously. Therefore it is important that students remain aware throughout these studies of the role of values in historical inquiry.

The methodological issues surrounding the process of historical integration should be explicitly raised in connection with the first Subtopic of historical study. Students should be asked to consider the necessity of selecting certain aspects of the past for study, the criterion of "significance," the role of values, the central problem of causation, the nature and limitations of historical evidence (including the evaluation of sources), the use of hypothesis, and the nature and limitations of historical "proof" and argument. These methodological considerations should be developed, not in the abstract, but in the course of dealing with the substantive historical problems posed by the Subtopics.

Like the inquiry processes involved, the concepts basic to historical inquiry remain constant throughout the two years. These concepts are special ways of viewing social reality that are most characteristically used in historical integration. One is the idea of change over time. A second, the interrelatedness of past and present, is concerned with the way the present influences our perception and use of the past, as well as the way the past and perception of the past influences the present. Third, the historian shares with other students of society, particularly, the cultural anthropologist, a preoccupation with the interrelatedness of all aspects of a society. Finally, the concept of multiple causation reflects the historical inquirer's persistent preoccupation with the question of why things have changed the way they have, and his conviction that single factors do not often account for the larger patterns of change. In addition to these basic historical concepts, or special perspectives on the social process, all the concepts developed in Grades K-9 will be drawn upon throughout these two years of historical study.

Therefore inquiry processes and basic concepts need not be discussed further in connection with the separate Topics and Subtopics, and the following table applies to the entire two years of study.

INQUIRY PROCESSES	CONCEPTS
Analytic and Integrative All the processes, as they contribute to-- *Holistic integration Historical Policy Valuing	All the previously developed concepts, as they relate to-- Change over time Interrelatedness of past and present Interrelatedness of all aspects of a society Multiple causation
SETTINGS THAT MEET THE CRITERIA See examples in the discussion	

Suggested settings and more specific concepts, drawn from those developed in preceding grades, will be discussed in connection with Subtopics rather than Topics.

TOPIC 1: HOW HAS THE UNITED STATES COME TO BE THE WAY IT IS, AND HOW IS IT CHANGING?

The study of the United States history should be developed around a selection of the most critical dimensions of American development. Each dimension should be examined in the general period that seems most appropriate, and the resulting Subtopics should be arranged in a generally chronological, though often overlapping order. In this way the advantages of both thematic analysis and chronological relationships can be examined. Within each Subtopic the study should proceed through close analysis of carefully selected and narrowly defined settings. The Subtopics below are suggested as one way in which such a unit of study may be organized. These are not meant to be prescriptive, but alternative patterns should be selected with great care in order to fit the needs of this unit. The study should conclude with an analysis of the contemporary United States in terms of the selected dimensions.

Each Subtopic should be introduced in a setting that makes clear the relevance of the dimension being studied to the student's own world. Students should be asked: "Why do we ask this question of history?" "What validity can the historian assign to his findings?" "What is meant by 'relevant' if it is not simply synonymous with 'contemporary?'" Each Subtopic should conclude by reasking the same questions, in order to enable the teacher to evaluate the student's progress by comparison of "before" and "after" responses.

Subtopic 1a: How did the social structure that the colonists brought from Europe change in the course of their life in America?

Concepts

This study makes extensive use of the previously developed conceptual tools related to social stratification, particularly status (ascribed and achieved), caste, class, and social mobility. The concept of man-land ratio will be especially useful in explaining differences between the stratification systems in England and the American colonies. Using these concepts, students should inquire into the rigidly stratified society of late medieval England; the increased mobility (both up and down) of Elizabethan times, especially as this relates to motives for migrating to the American colonies; the loosening of social cohesion and stratification during the early period of colonization; the counter-movement toward a more rigid and elaborated stratification system as opportunities for wealth opened up; the continuing opportunities for mobility provided by frontier and urban environment; and the high degree of mobility and egalitarianism that was manifest in the early decades of the nineteenth century. The overriding question is the degree to which the American stratification system diverged from that of England, and the reasons for the divergence. Students might also ponder the value implications of high mobility, by comparing the lot of low status groups in rigidly stratified societies and in mobile societies with widespread expectations of status achievements.

Settings

The settings might include: (1) stratification and mobility in the student's own society as related to his aspirations for a certain style of life; (2) social stratification on an English manor in the 14th century, as in G. G. Coulton, Medieval Panorama; (3) selected instances of mobility in Elizabethan England (a merchant, an enclosing landlord, an impoverished gentleman, the urban poor); (4) loosening social cohesion and stratification in a New England town in the 17th century; (5) William Byrd II as an instance of the rise of the Virginia gentry in the 18th century; (6) Benjamin Franklin as an instance of urban social mobility; (7) mobility in relation to cheap land as portrayed by Cre'vecoeur; (8) mobility and egalitarianism in the Jacksonian era as portrayed by foreign observers.

Behavioral Objectives

In studying the social stratification systems of England and her American colonies in the 17th and 18th centuries the student should be able to:

Define social stratification and use the definition to classify social structures in the colonies and in his own environment.

Define social mobility and assess its effects upon the value systems of the colonists and later Americans.

Relate changes in social classes in colonial society to environment, to the sequence of political change, and to the priority of values in the individual colonies.

Describe patterns of social behavior in the colonies in terms of a refined definition of labor systems.

Subtopic 1b: How did the Americans develop a sense of nationality?

Concepts

The basic conceptual theme is the development of nationalism in its several aspects, seen first in the sense of mission of the New England Puritans; developing unconsciously in the practice of colonial political autonomy; crystallizing in the bid for independence; maturing in the efforts to develop a national culture; and culminating in the expansionism of the first half of the nineteenth century.

Settings

After a brief survey of symbols and manifestations of nationalism in the student's experience, development of nationalism might be analyzed through some of the following contexts: (1) the first generation in Massachusetts Bay as "a city set upon a hill," "the vanguard of God's Providential design for mankind"; (2) the land-bank struggle in 18th-century Massachusetts: the defense of colonial autonomy; (3) the decision for independence in 1776: Thomas Paine defines American nationality and virtue; (4) the symbols of nationality: the Fourth of July in the early republic; (5) the campaign for an American culture: Noah Webster's *Dictionary*, Cooper's *Deerslayer*, the Hudson River School of Painting, and Emerson's *American Scholar*; (6) the Manifest Destiny of the Americans: the war with Mexico.

Behavioral Objectives

In studying the development of a sense of American nationality prior to the Civil War the student should be able to:

Define nationalism and identify those aspects of social, economic, and political growth, 1744-1850, which contributed to American nationalism.

Identify the features of American life that impaired a sense of nationalism during the period.

Assess the importance of nationalism during specific periods of the era.

Compare expression of contemporary American nationalism with previous manifestations.

Subtopic 1c: How did Americans develop a more democratic political system?

Concepts

This study would utilize the cluster of concepts associated with political system, especially political socialization, the modes of political influence, and political parties and other political groups. Inquiry would start with an examination of deferential politics in the colonial period and the role of cliques and factions. Next students would examine the politicalization of new strata of the population during the Revolutionary crisis and accompanying the development of the first party system in the 1790's. The study would then turn to the revival of the two-party system and the full development of popular sovereignty in the 1820's and 1830's. The operation of the two-party system would be analyzed, emphasizing the nature and determinants of party identification and voting behavior, the major parties as coalitions, and the decentralized and federal character of the American party system. The persistent question is: "To what extent does the political system, at various stages, enable majority interests and opinions to influence public policy, and why does the system change?"

Settings

The study might begin in the student's own world by asking him to consider honestly two questions: "How important are government actions to him, compared with other things that are important to him, and therefore how much time and effort is it sensible for him to spend in trying to influence those actions?" "What is the most effective way for him to spend that time, and how much does he think he can influence the government?" After this orientation to a basic dimension of political socialization, the following settings might be utilized: (1) deferential politics in 18th-century Virginia; (2) the erosion of deferential politics: "the mob" in New York City, from the Liberty Boys to the emergence of Tammany and the election of Jefferson; (3) the drift toward popular sovereignty: the Presidential elections of 1824 and 1828; (4) popular sovereignty at the grass roots: the political career of Davy Crockett; and (5) the operation of the two-party system: the Presidential election of 1844.

Behavioral Objectives

In studying the American development of a democratic political system the student should be able to:

Utilize the concepts associated with political systems previously developed in the analytic mode to describe the decentralized and federal character of the American party system as it developed, 1760-1860.

Explain how the principle of compromise affected party policies during the era.

Use the description of the American political system to assess the effects of conflicting interests on public policy and changes in the system.

Describe ways that an individual might choose to participate effectively in influencing public policy.

Subtopic 1d: How did the enslavement of Africans produce tension and disruption in American life?

Concepts

The emphasis in this Subtopic is on the pull between those forces in American life making for the establishment and perpetuation of African slavery and those making for its abolition. Such concepts as caste, ethnocentrism, racism, values, and ideology are centrally involved. Students should consider why slavery was established, why it was abolished in some places and not others in the Revolutionary period, why and how white southerners came to defend it more strongly and northerners to attack it more strongly, why the southern states seceded, and why emancipation accompanied the Civil War.

Settings

The study might start with a question about the student's own community: how might it be different if Africans had come freely to America like other immigrants, instead of being enslaved? Then the following settings might be utilized: (1) from servants to slaves: Africans in 17th-century Virginia; (2) Revolutionary idealism and the retreat of slavery; abolition in Pennsylvania and Jefferson's view of slavery in Virginia; (3) the southern defense of slavery: Nat Turner's Rebellion, the Virginia slavery debate of 1831-1832, and the pro-slavery argument; (4) the northern attack on slavery: John Brown from Bleeding Kansas to Harper's Ferry; (5) the Union breaks: the Charleston Democratic convention, the Presidential election of 1860, and the secession of South Carolina; and (6) emancipation: Lincoln, the Radical Republicans, and the Emancipation Proclamation.

Behavioral Objectives

In studying the tension and disruption in American life produced by the enslavement of Africans the student should be able to:

Compare in behavioral terms the effects of slavery upon the enslaved and the enslavers.

Define race, racism, caste, and ethnocentrism and apply the definitions to historical and contemporary multiracial situations.

Assess the effect of Revolutionary idealism and Abolitionism on political reality and established order prior to the Civil War.

Identify himself and his behavior in relation to the conflicting values inherent in the abolitionist movement.

Subtopic le: How have Americans adjusted to the diversity of peoples and cultures?

Concepts

The concepts utilized in the previous Subtopic continue to be utilized, as the continuing discrimination against emancipated slaves and their decedents is studied. Another dimension of discrimination--that against ethnic minorities who were not descendents of slaves and whose skin was not black--comes under consideration. Students should begin by inquiring into the failure of the Reconstruction and the deepening racism and discrimination that spread from the rural South to the northern cities with the migration of the Negro in the 20th century, with the attendant tensions and problems. They should evaluate the different strategies for Negro leadership, and should inquire how and why the Supreme Court changed its position on the constitutionality of various forms of discrimination.

A balanced approach to this unit might embrace an analysis of Irish immigration from the nativism of the 1840's to the success of John F. Kennedy in 1960. And finally, the complexity of the American situation might best be understood by looking at the failure of the "Melting Pot," with the rise of Social Darwinist thought, the "New Immigration" of the late 19th century, and the creation of a restrictive immigration policy after World War I. Conflicts and attitudes toward the "Bracero" in California in contemporary times could serve to make the issues of discrimination and cultural diversity most relevant to students here.

The central problem throughout is to understand the factors in American society that have assisted and resisted the integration of culturally and racially diverse groups as fully equal citizens.

Settings

The study might start with a question about the student's own community: "How might it be different if Reconstruction had succeeded in integrating Negroes into American life on a basis of equality?" Then settings such as the following might be utilized: (1) the failure of Reconstruction: the Port Royal experiment in South Carolina, the Radical Republican regime, and the victory of the "Redeemers"; (2) racism north and south: migration of southern rural Negroes to northern cities; (3) the Constitution and discrimination: Plessy v. Ferguson and Brown v. Board of Education; (4) strategies of Negro leadership: Booker T. Washington and W. E. B. DuBois, Martin Luther King and Malcolm X; (5) Irish in Boston in 1840's and John F. Kennedy in 1960; (6) Mexican-Americans in the Southwest, from the early Settlements in New Mexico to modern urban and agricultural California; (7) Indians in California and the United States.

Behavioral Objectives

In studying the post Civil War discrimination against Negroes and other minorities that continues to generate tensions and conflict in American life the student should be able to:

> Assess the role of government (federal, state, and local and their executives, legislatures, and judiciary) in perpetuating or improving conditions of minorities.
>
> Contrast the achievements and aspirations of minorities to the stereotypes and restrictions placed upon them by the white majority.
>
> Define the concepts of segregation and integration in terms that can be behaviorally classified.
>
> Identify himself and his behavior with the reality of given situations and strategies in the efforts of minorities to attain equality.

Subtopic 1f: How has the United States responded to industrialization and large-scale business organization?

Concepts

The objective of this Subtopic is to inquire into the causes and consequences of the movement toward consolidation and large-scale organization in business, labor, agriculture, government, and other aspects of life. Relevant concepts include competition, monopoly, oligopoly, labor unionization, corporate organization, government regulation, and welfare state.

Settings

Inquiry might again start with the student's own community. The class might be asked to design and conduct a survey of what proportion of the labor force and what proportion of the economic activity fell within the sphere of large-scale organization as opposed to individual or small-scale enterprises. The class itself might be surveyed as to career aspirations, whether in large-scale organizations or individual enterprises and the reasons for the choices. Inquiry might then proceed in the following contexts: (1) business consolidation: the Standard Oil Trust, the Sherman Anti-trust Act, and the pattern of concentration; (2) Theodore Roosevelt and the Progressive Mentality; (3) consolidation in the 1920's in relation to the Great Depression; (4) the New Deal and labor: organization of the steel industry; (5) the New Deal and social welfare: the Social Security system; (6) the Fair Deal and government responsibility for the economy: the Maximum Employment Act of 1946.

Behavioral Objectives

In studying the manner in which Americans have tried to cope with growing concentration of population, business, labor, and agriculture the student should be able to:

> Refine through historical integration the definitions of relevant concepts previously developed analytically, such as immigration, migration, urbanism, competition, monopoly, oligopoly, unionization, government regulation, and social welfare.
>
> Place in points of time the factors of concentration that represented the greatest threat to an established order.
>
> Place in points of time the greatest change in existing conditions.
>
> Identify his own values and behavior that have been affected by the growing concentrations.
>
> Evaluate solutions to problems arising from increased concentrations in relation to the value and behavior patterns existing at a given time.

Subtopic 1g: How have Americans been affected by their relations with the rest of the world?

Concepts

This Subtopic raises two different kinds of questions about a series of critical episodes in the international relations of the United States. The first question is why, in fact, the United States acted as it did? The second question is what national interests and ideals were involved in the situation. Throughout the study students should be developing a general point of view about what national interests and ideals are vital, and how they should enter into the country's foreign policy. Concepts involved in these questions include: national interest, ideals and ideology, national security, foreign markets and investments, neutral rights, imperialism, alliances, aggression, embargo, foreign aid, public opinion, propaganda, sphere of influence, and collective security.

Settings

A great variety of settings would be suitable for this Subtopic. They might include: (1) the national interest during the 19th-century era of isolation: the Louisiana Purchase, the Embargo, and the declaration of war in 1812; (2) economic interest and American imperialism: the Roosevelt Corollary; (3) "saving the world for democracy": the decision for war in 1917; (4) national interest and national ideals: American involvement in World War II; (5) national interest and national ideals: the beginnings of the Cold War.

Behavioral Objectives

In studying how Americans have been affected by their relations with the rest of the world the student should be able to:

Assess foreign policy decisions in terms of outcomes that affected the national interest, national security, and international standing.

Evaluate American behavior in a series of foreign policy decisions in terms of consistency and adherence to American ideals.

Evaluate American behavior in a series of foreign policy decisions in terms of international involvement and collective security.

Identify the values and behavior of groups which resulted in conflict between the parochially oriented and the internationally oriented Americans.

Relate his own value system and aspirations to a given episode in American foreign relations.

Subtopic 1h: Where, in terms of the major historical themes studied, is American society headed today?

Concepts

This Subtopic brings together the thematic concerns of the previous Subtopics in the context of the contemporary United States. The concerns of Subtopics 1a, 1d, and 1e are brought together in a focus on justice and equality of opportunity for all Americans. The concerns of Subtopics 1e and 1f are brought together in a focus on the effectiveness of democratic controls over public policy. And the concerns of Subtopics 1b and 1g are brought together in a focus on the national interest and America's role in the world.

Settings

Many different settings will be appropriate, and the appropriateness of settings may change from year to year. The following are illustrative: (1) poverty, mobility and welfare; (2) civil rights: alternative strategies for justice; (3) the Cold War: majority opinion and foreign policy decisions; (4) democracy and civil liberties.

Behavioral Objectives

In bringing together and focusing upon major concerns in contemporary America the student should be able to:

Draw inferences from comparisons of past with present events, expressing them in behavioral terms in order to improve communication.

Make and express judgments concerning the effectiveness of major public policy decisions.

Make and express value judgments concerning public policy decisions.

Identify his own values and behavior in relation to major public policy decisions.

TOPIC 2: HOW HAVE NATIONAL GROUPINGS AND CONFLICTS AFFECTED THE LIFE OF MAN?

This study seeks to provide an understanding of major phases in the development of the modern (mainly Western) world. A particular objective is to enable students to gain historical perspective on what may be the most pressing problem of the contemporary world, the control of war. Thematic emphases are: the origins, nature, and psycho-philosophical foundations of the nation-state; the causes and nature of aggression among organized politics; the role(s) of military establishments; and, developments in methods of waging and controlling war. Each theme is pursued through intensive inquiry into carefully selected cases.

Subtopic 2a: What makes a "state" a "state?"

Concepts

In this Subtopic students should come to understand that the national state is a relatively modern phenomenon, and to inquire about how the state emerged and managed to command the loyalty of its citizens. The concepts of sovereignty, authority, and legitimacy are central to this analysis. Students should ask whether the myths or theories generated in states about the sources of their authority and legitimacy actually correspond with the real sources of authority and legitimacy. Particular attention should be paid to the role of ideology, religion, and quasi-religion in this connection.

Settings

Settings should exemplify the emergence of the Western state under the aegis of the monarchy and in connection with the church; the secularization of the state and the growth of secular nationalism; and the development of modern states resting on quasi-religious ideologies. Some choices might be: (1) monarchy and papacy in medieval and early modern France, through the wars of religion: church vs. state--divided loyalties; the state-church as the legitimizer of the state--the reunification of political loyalties; (2) revolutionary and Napoleonic France: the lay state and secular nationalism--the reopening of the question of ultimate loyalty; (3) Nazi Germany from Hitler to Nuremberg: the state as church and the limits of obedience; (4) the United States in 1775 and in 1968: the creation of a sovereign state and the legitmacy of its demands.

Behavioral Objectives

In studying the growth of modern national states the student should be able to:

Express refined definitions of sovereignty, authority, and legitimacy.

Compare real sources of authority and legitimacy with assumed sources.

Use historical perspective to develop inferences regarding the sovereignty of specific states, the church, and other politics.

Identify his own values and behavior in relation to the concept of loyalty to the state.

Subtopic 2b: Why have societies sought to impose their wills on other societies?

Concepts

This Subtopic inquires into major varieties of aggression and their roots. Relevant concepts include ethnocentrism, racism, religion, secular ideology, imperialism, colonialism, foreign trade and investment. The central question is: "What makes groups of people behave aggressively toward other groups of people?"

Settings

Inquiry might begin with the student's own community and the social-psychological processes involved in aggressive behavior among neighborhood peer groups or gangs. Then such cases as the following might be examined: (1) the expansion of Islam; (2) European imperialism and the anticolonial response in Kenya and/or the Belgian Congo; (3) United States and its adversaries: ideology and power-block diplomacy since World War II.

Behavioral Objectives

In studying why societies sought to impose their wills on other societies the student should be able to:

Utilize historical perspective to compare the nature of aggression by small groups or national states.

Classify the causes and results of specific examples of national aggression.

Evaluate the effects of aggression upon the value systems of the aggressors and aggrieved in specific historical cases.

Relate his own values or behavior to value patterns or behavior which have historically encourage agression, e.g., ethnocentrism, ideology, imperialism.

Subtopic 2c: Why do military establishments so universally exist, and how do they affect the societies of which they are a part?

Concepts

Here students inquire into the reasons military establishments exist, the various forms they take under different circumstances, and the varying roles they play in their societies. Particular attention is paid to the problem of civilian control of the military, and civilian control as opposed to military control of domestic and foreign policy. The question is: "Under what circumstances can civilian control be maintained and under what circumstances will it be endangered?" Relevant concepts include: national security, internal security and police, amateurism versus professionalism in military establishments, and pseudo-Parkinson's Law (a military establishment creates needs which a state must meet).

Settings

The selected settings should exemplify varying socio-political roles of military establishments, for example: (1) Argentina: the military as a conservative socio-political force; (2) Republic of Algeria: the military as agent of radical socio-political change; (3) Prussia: the autocratic state as instrument of the military; (4) Israel: the modern democratic "nation-in-arms"; (5) Japan since MacArthur--an attempt at demilitarization.

Behavioral Objectives

In studying why military establishments universally exist and the way they affect the societies of which they are a part the student should be able to:

Classify the roles or military establishments in modern history.

Utilize historical perspective to compare the reasons for military ascendency at specific times in two or more nations' existence.

Identify the characteristics of militarism which have been antithetic to democracy.

Assess the value of a military establishment to the maintenance of sovereignty, and to the maintenance of order.

Assess the nature of relationship between the military establishment and the state in a given historical setting.

Subtopic 2d: Can man's technological abilities for destruction be offset by his imagination and the desire to maintain the peace?

Concepts

Students are asked to consider and account for changes in the nature, scope, and destructiveness of Western warfare since the Middle Ages, and then to consider the changing diplomatic methods for controlling war and their adequacy. Relevant concepts include: territorial state, national sovereignty; professional, volunteer, and conscript armies; international law; balance of power; alliance and mutual security; military technology; nuclear deterrence; arms race and nuclear proliferation; arms control; "brushfire" wars; containment; coexistence; "domino" theory.

Settings

The selected settings should exemplify crucial changes in war and diplomacy from early modern times to the present. For example: (1) the 30 Years' War: limited war; feudal levies, mercenaries and conscript armies; the recognition of the sovereignty of territorial states and the beginning of international law; (2) Napoleonic Wars: the "nation in arms"; universal conscription vs. professional armies, balance of power diplomacy and collective peace settlements; (3) World War II: unlimited surrender; the citizen as soldier; United Nations--nationalism vs. internationalization of the peace; (4) the Cold War: containment, "brushfire wars" and the balance of nuclear terror--coexistence or ?.

Behavioral Objectives

In studying the advances in the scope and destructiveness of war in relation to advances in the diplomatic methods for limiting war the student should be able to:

Classify belligerency in terms of purpose and extent of effort.

Classify diplomatic efforts to avoid belligerency as a means of resolving international controversy.

Utilize specific cases in time to compare the effects of war upon the citizenry of belligerent states.

Define concepts relevant to the prevention of the use of military force for resolving national and international problems.

Draw inferences regarding the possibilities of international cooperation in preventing belligerency as a means of resolving international controversy.

TOPIC 3: HOW HAS INDIA MAINTAINED ITS CULTURAL UNITY OVER SUCH A LONG PERIOD AND SUCH A DIVERSITY OF PEOPLES?

The purpose of studying a single non-Western society in depth is to give students an opportunity to achieve some temporal perspective outside that of Western, Judaeo-Christian society. If students are to see that time is not an independent entity outside the mind, but that it has been created by society as a heuristic and organizing device, they must be enabled to view the world (at least vicariously) from the perspective of a society that does not share the Western concept of time. This difficult feat of getting inside the perspective of another society requires extensive exposure. To attempt to deal with more than one non-Western society or the non-Western society in general would produce superficiality, while suggesting erroneously that a single "non-Western world" with some generalized non-Western Weltanschaung exists.

Therefore the study should be of only one non-Western society; any one that has a long and documented history. Alternative studies of India and China are outlined here.

The study of India asks students to understand the basis of the cultural stability that has been maintained over such a long period and such a diversity of peoples. Indian culture is examined in its origins, in its interaction with several groups of invaders, in the movement for independence, and in its role in contemporary, modernizing India.

The purpose of the unit is not so much to guide the student into a conventional study of the history of India organized along chronological lines and based on the use of traditional historical materials; but rather to allow him to study a society and its origins in depth through comparative techniques, utilizing the knowledge contributed by anthropologists and other social scientists as well as historians. The student will be asked to delve into source materials dealing with religion, philosophy, politics and the circumstances of daily life, and into Indian literature, both ancient and modern.

Subtopic 3a: How did the principal features of traditional Indian culture take shape and persist?

Concepts

The objective in this first Subtopic is to lead the student to an understanding of the interaction of peoples, events, and cultural concepts which produced what came to be known as "traditional India." In the process, the student will become conversant with the main elements of Hinduism, its highly ordered character, and the rigidity it imparts to the social system through caste and associated concepts and institutions.

Settings

The settings might be as follows: (1) conjectures on Dravidian Indian; (2) the slow intrusion of the Aryans into the Indian subcontinent and their interaction with the indigenous peoples; (3) the resulting emergence of Hinduism (the Hindu Philosophy revealed through the epic the Bhagavad Gita and Kalidasa's fifth century play, Shakuntala) and the reformers Gautama (Buddha) and Mahavira.

Behavioral Objectives

In studying the way in which the principal features of traditional Indian culture took shape and persisted the student should be able to:

State a refined definition of caste as a complex classification of cultural behaviors.

Contrast the concept of inequality inherent in caste as an absolute in one culture to the concept of equality in another.

Utilize historical perspective to compare a culture that considered change essential for stability to a culture that considered change irrelevant.

Utilize direct observation to discover dimensions of stratification in peer and adult relationships in school and community situations.

Subtopic 3b: How has Hindu India interacted with its invaders?

Concepts

The purpose is to inquire into the interaction between traditional India and its invaders, with attention to both those traditional Indian characteristics that were adopted by foreigners and those elements of Hindu traditionalism that proved resistant to foreign penetration and change. Since

India was invaded over its long history by many foreign groups, the study should be pursued through two cases showing contrasting patterns of interaction. All the previously developed concepts related to cultural interaction are germane.

Settings

The following cases seem especially useful: (1) Indian assimilation of the Moghul invaders, perhaps as seen in life around late Moghul Delhi as portrayed in the film The Sword and the Flute; Indian resistance to enforced change by the equally resistant British invaders, especially as portrayed in novels such as E. M. Forster's A Passage to India.

Behavioral Objectives

In studying the interaction of Hindu India with its invaders the student should be able to:

Contrast the impact of military invasion to cultural invasion.

Develop historical inferences related to the evidence that new ideas seldom replaced the old in India; they merely expanded the old.

Develop inferences concerning the impact his own values and behavior have on the established order of values and behavior.

Subtopic 3c: How did traditional Indian culture affect the struggle for independence?

Concepts

Rather than studying the achievement of Indian independence in all its aspects, this Subtopic is primarily concerned with the mixture of traditional Indian and Western factors in the movement.

Settings

It is suggested that this inquiry be pursued through a comparative analysis of the two principal leaders of the independence movement: Gandhi, a complex, typical Indian personality, who was greatly concerned with preserving traditional Indian values; and Nehru, who was much more affected than Gandhi by this sojourn in England. The autobiographies of both Gandhi and Nehru and the collected works of the former provide ample source material for the student.

Behavioral Objectives

In studying the mixture of traditional Indian and Western factors in the movement for Indian independence the student should be able to:

Compare the different but complementary characteristics of two leaders, Gandhi and Nehru, who sought the same goal.

Classify the factors in the drive for independence which aided the development of a sense of nationalism.

Assess the value of nonviolent techniques of resistance for post-independence relations between India and the West.

Assess the value of Hindu acceptance of diversity for the development of Indian nationalism.

Subtopic 3d: How are traditional and modern elements interacting in present-day India?

Concepts

Here students are asked to examine contemporary India with a view to how much of traditional India remains, how Hinduism is adapting to the modern world and how the survival of traditional culture affects the processes of modernization in Indian society. All the concepts related to economic development and political modernization are germane.

Settings

Many different settings might serve the purposes of this Subtopic. Examples are: (1) an Indian village in 1930 and in 1960, as described in W. and C. Wiser, Behind Mud Walls; (2) changing attitudes toward caste in rural and urban India; and (3) the Indian peasant's reception of new agricultural techniques, as described, for example, in K. Nair, Blossoms in the Dust; (4) life in a typical south Indian town as depicted in the novels of R. K. Narayan; and (5) a general overview of life in modern India as gleaned from newspapers such as the Times of India, the Hindustani Times and The Hindu.

Behavioral Objectives

In studying the interaction of traditional and modern elements in present-day India the student should be able to:

Identify similarities and differences in traditional and contemporary modes of interaction.

3

Explain why change is occurring more rapidly in some aspects of culture than in others.

Distinguish differences in the traditional and emerging roles of men and women.

Identify enduring and changing features of the caste system.

ALTERNATE TOPIC 3: HOW DID CHINA DEVELOP MANKIND'S MOST DURABLE SOCIO-POLITICAL SYSTEM, AND WHY HAS IT BEEN REPLACED?

The overall conceptual theme is the cultural basis for the Confucian socio-political system, and the extraordinary durability of the system until its recent overthrow by the Communists. The arrangement of Subtopics parallels that for the study of India. Behavioral objectives similar to those presented above should be developed.

Subtopic 3a: How did the principal features of traditional Chinese culture take shape and persist?

Concepts

Here the student is asked to understand the philosophical, social and political bases of Chinese culture. Previously developed concepts that are relevant include all those related to social organization and political system.

Settings

Settings might include: (1) the consolidation of Chou feudal states by Ch'in, guided by the totalitarian principles of Shang Yang and Han Fei-tsu; (2) the Confucian-Taoist philosophy as a way of life; (3) the Confucian-Taoist philosophy as a basis for government; (3) an early Chinese agricultural community, exhibiting the fixed-role hierarchical family social base and the agrarian economic base of gentry elite and peasant masses.

Subtopic 3b: How did Confucian China interact with its invaders?

Concepts

Here the student is to compare the Chinese pattern of accomodation to penetration along its inner Asian borders and to European penetration along its ocean frontiers.

Settings

Settings should include selected aspects of the following: (1) along the inner Asian frontiers, the hierarchical family of nations (and tribute systems) and the alternation of Chinese and conquest dynasties; (2) along the ocean frontiers, China's experiment with maritime trade and confrontation with the European laissez-faire economy and national sovereignty (the treaty system).

Subtopic 3c: How did the Chinese establish their modern independent nationality?

Concepts

In this Subtopic students will seek to understand the revolutionary efforts to transform completely an ancient culture, first by a series of Nationalist reformers and self-strengtheners influenced by modern Western culture, and then by leaders under the inspiration of Communist ideology.

Settings

The complex developments being studied can perhaps be seen most clearly by studying Sun Yat-sen and Mao Tse-tung, their attitudes toward traditional Chinese culture, the sources and main elements of their ideologies, and their strategies and programs for transforming China.

Subtopic 3d: How are traditional and modern elements interacting in present-day China?

Concepts

The concern here is to assess how much China is being changed, the degree to which traditional patterns are surviving under new names, and the ways innovations are being affected by traditional influences.

Settings

One way of organizing this part of the study is through the following settings: (1) an agricultural community, examined from the point of view of change in the family structure and the agrarian economy, and asking whether the old classes have been continued under new names; (2) Communist techniques in a major city of organizing people to meet social goals and to solve their own problems; (3) the Cultural Revolution as reflecting Mao Tse-tung's view of the most needed basic changes, of the major obstacles to change, and of the most effective techniques for achieving change.

Grade 12A: Decision Making:

Deciding Social Policy in the United States

While the entire program in studies of man is designed to prepare students for their roles as citizens, this half-year of study is particularly directed to that end. The central purpose of this study is to develop a realistic understanding of the decision making processes and of the contribution that ordinary citizens do and can make to those processes. The formal machinery of government and the economic system are elaborated only insofar as necessary to develop this primary understanding.

The study exercises the entire range of inquiry processes. In Topics 1-3 the mode is analytic, in that decision making is studied in terms of behaviorally defined and therefore replicable concepts. It is also integrative, in that the particular decision making system of the contemporary United States is studied in terms of its interrelations with other aspects of its specific social and historical setting.

The study utilizes a wide variety of settings, chosen to illustrate the sweeping range of decision making in our society, in the private as well as the public sector, and at all levels from the local community to the nation.

It must be emphasized throughout the treatment of each of the Topics below that it is an empirical question whether propositions developed at the level of interpersonal decision making are valid at organizational and societal levels. And in most cases there presently exists little research evidence to demonstrate the applicability or lack of applicability of knowledge derived at one level of decision making to a different level of decisions.

The rules which govern the behavior of individuals, small groups, families, i.e., interpersonal interaction, do not necessarily apply to larger collectivities, organizations, or governments. Factors to be considered at the interpersonal level are not necessarily of relevance at the level of interaction between organizations and vice versa. Thus, policy decisions appropriate for an organization or a government cannot be based upon what is known about appropriate personal (interpersonal) decisions in a given substantive area of concern without evidence derived from study of the organizational or governmental level. For example, it can be shown that the considerations involved in making reasonable decisions about personal or family debt are in fact quite misleading when applied to decisions about national debt. And conversely, to think about family finances in the terms appropriate for a nation or a corporation can be disastrous for the family. Deliberate creation of a budget deficit may be appropriate policy for the national economy and result in desired beneficial effects, while quite the opposite may be true in the family.

TOPIC 1: HOW DO ORDINARY CITIZENS INFLUENCE DECISIONS WHICH AFFECT THEM?

INQUIRY PROCESSES

Analytic
- Observation: selective
- Classification: constructed classes
- *Definition: behavioral
- *Contrastive analysis

Integrative
- Observation: comprehensive
- Classification: observed classes
- *Definition: refined
- *Comparison
  - Similarities of observed events

CONCEPTS

Political and Economic Cultures
- Constitution
- Values (Instrumental, ideologies and utopias, expressive, traditional, conventional wisdom)

Political Representation and Public Opinion
- Individual expression
  - (Voting, letter-writing, consumer behavior)
- Aggregated expression
  - (Election returns, public opinion polls; mass media as public watchdogs)
- Organized expression
  - (Political parties, labor unions, other para political organizations)
- Collective expression
  - (Demonstrations, riots, petitions)

Political Responsiveness to Public Opinion
- Domestic policy (including pocketbook issues)
- Foreign policy
- Economic policy (including marketing decisions, governmental regulations, corporate policy, union policy)

SETTINGS THAT MEET THE CRITERIA
See examples in the discussion

Inquiry Processes

In the analytic mode emphasis is on *behavioral definition* (of decision making, so that it can be identified in many different contexts) and on contrastive analysis (of these varied decision making contexts). But the integrative processes of *refined definition* and *comparison* must also be used (with reference to the same behaviors and contexts) because inquiry is also directed to the understanding of a particular social setting.

Concepts

The conceptual purpose is for the student to understand the roles of the ordinary citizen in making policy decisions in the contemporary United States. As a setting for the discussion, initial focus is on the political and economic cultures: Constitution (federalism, separation of powers--executive, legislative, judicial), checks-and-balances, and police power; Values and Conventional Wisdoms, that provide the bases for the citizens' acceptance of the political and economic systems as Legitimate. In this context, the relation of Public Opinion to Political Representation, and (in the third cluster) to Policy Making can be discussed, setting the stage for Topic 2.

Settings

A great variety of settings could be utilized to meet the inquiry-conceptual objectives of this Topic. To list a few: (1) Influence of consumers on production policy: television programming; teenager tastes and radio programming in the 60's; the Edsel; (2) The influence of voter decision on decisions in the public sector: the effect of the Presidential election of 1960 on public policy; (3) Influences of individual voter decisions: voting behavior in the 1964 elections, as discussed by the Michigan Survey Research Center; (4) The two-party system and the aggregation of voter decisions: the national party conventions of 1968; the responsiveness of voluntary organizations to individual demands: union (or party) democracy and union (or party) oligarchy; (5) Elite responsiveness to public opinion polls: candidate selection in the 1968 conventions; (6) Public opinion, foreign policy and domestic policy: the use of poll information to determine Public Relations vs. the use of polls to determine policy.

Behavioral Objectives

Classroom inquiry may be centered on the most immediate and relevant examples of the citizenship responsibilities that the students will be facing. The student should be able to:

Describe the values related to a stated position on a political issue.

Classify political behavior of individuals and groups.

Identify factors underlying public acceptance of products.

Classify political positions of candidates and parties according to constituency characteristics.

Describe appropriate means for individual and group expression on public policy.

Evaluate impact on public opinion of political-economic decisions (taxes, tariffs, currency manipulation).

Identify relationships between political platforms and group and public polls and other indications of public opinion.

Classify positions of ethnic or racial groups to responses of elected public officials.

Describe methods that an individual can utilize to influence the formal governmental structure.

Identify points in the formal governmental system at which the influence of the individual is important.

Identify points and ways in the informal political system that can be used by the individual to influence political and economic decisions.

Classify identities and differences in the means used by different pressure groups to influence governmental decisions.

TOPIC 2: HOW ARE ORDINARY CITIZENS INFLUENCED IN MAKING AND ACCEPTING POLICY DECISIONS?

INQUIRY PROCESSES

- Analytic
  - Observation:
  - Classification: constructed classes
  - *Definition: behavioral
  - Contrastive analysis
  - *Generalization
- Integrative
  - Observation: comprehensive
  - Classification: observed classes
  - *Definition: refined
  - *Comparison
    - Similarities of observed events

CONCEPTS

- Decision-making Systems
  - Communication
    - Channels
    - Networks
    - Feedback
  - Control'
    - Authority
    - Coercion
    - Influence
    - Manipulation
  - Exchange, reward, consensus
    - Conflict, competition, cleavage
- Political and Economic Socialization
  - Party and class identification
  - Political and economic symbols

SETTINGS THAT MEET THE CRITERIA
See examples in the discussion that follows

Inquiry Processes

Both the analytic and integrative modes are utilized for the reasons that obtained in Topic 1. In the analytic mode behavioral definition continues to be important (as political activity and the processes of the market are conceptualized behaviorally), but generalization assumes new importance (in explaining how consumers and voters are influenced and have influence).

Concepts

Here the student continues to grow in understanding about the role of the ordinary citizen, particularly as a consumer and voter, in policy decision making. Whereas in section one, he inquired into the effect of the individual on policy decisions, in this section he gains some insight into (1) why it is that the decisions reflect "public opinion" to some degree, and why that degree is no higher than it is and (2) how the individual comes to accept and perhaps approve of such decisions. The concept-cluster, Decision Making Systems, suggests four pertinent concerns: The flow of information (is it only from policy makers to the citizen, or is it two-way?; is it open or restricted, clear or distorted?); the control of information and behavior (to what ends is authority exercised?; even if there is no overt coercion, is persuasive influence exercised openly and in an enlightening way, or is it propagandistic--or is it manipulative, that is, hidden from the awareness of the citizen?); the exchange of acceptance for benefits afforded by the system (rewards are a desirable outcome of any political and economic system, but to what extent does the exchange benefit the citizen in the long run?); the legitimacy of the system (this is the "twin" of the benefits, and relates to the "political and economic cultures" introduced in section one: with neither benefits nor legitimacy the system will be quite unstable; lacking either one, what other qualities will it lack?). Critical to legitimacy is the encouragement of responsible conflict and competition (what are the bases of these in contemporary society? What are the consequences of stifling conflict, or of encouraging unrealistic conflict?) In the context of this systemic perspective, understanding of socialization processes and influences takes on increased importance.

Settings

As in the previous Topic, a great variety of settings could be utilized to meet the inquiry-conceptual objectives of this Topic. To list only a few: (1) The influence of production decisions on consumer decisions: fashions in clothing; (2) The influence of advertising on consumer decisions: automobiles, medicine, cigarettes; (3) Information and voter decisions: the mass media in the Presidential election of 1960; (4) Manipulation and voter decisions: the use of Public Relations experts in elections; (5) The consequences of stifling realistic conflict and competition: race riots.

Behavioral Objectives

After completing classroom inquiry into the process of influencing ordinary citizens in decision making, the student should be able to:

Analyze information from various public media designed to influence public opinion.

Determine the political position of a news source through analysis of statements made on major and minor public issues.

Analyze a political campaign to determine the appeals made to specific socio-economic and ethnic groups in the electorate.

Classify the appeals made to different groups to sell consumer products.

TOPIC 3: HOW ARE DECISION-MAKERS INFLUENCED BY PERSONS WITH SPECIAL STATUSES AND BY SPECIAL INTEREST GROUPS?

INQUIRY PROCESSES

Analytic
- Observation: selective
- Classification: Constructed classes
- *Definition: behavioral
- Contrastive analysis
- *Generalization

Integrative
- Observation: comprehensive
- Classification: observed classes
- *Definition: refined
- *Comparison
  - Similarities of observed events

CONCEPTS

Political and Economic Stratification
- Class
- Status
- Power
- Ideology

Special Privilege
- "Establishment" and "Elite" groups
- Pressure groups
- Lobbies

Elite Recruitment and Replacement

SETTINGS THAT MEET THE CRITERIA
See examples in the discussion that follows

Inquiry Processes

The analytic and integrative modes are utilized as they were in Topic 2 (though now with reference to different classes of behavior related to decision making). Special care must be taken, in all of these Topics to prevent the process of valuing from creeping in covertly. Students are not to address themselves to the merits of the policy issues used as settings for analysis, and the teacher must exercise great care to insure that every side of a disputed issue is presented fairly.

Concepts

The conceptual approach is similar to that in Topics 1 and 2, except that the focus is now on the role in decision making of persons with special statuses and in special interest groups. The study might conclude with a complex case of decision making at the federal level, involving the executive, legislative, and judicial branches and all the influences on decision making that have been considered. In this discussion, concepts from Topics 1 and 2 should be utilized, especially those related to communication and control--such as persuasion (including lobbying), manipulation and coercion. Emphasis should be on those concepts related to political groups--special interest groups and elites (including the concepts of "establishment" and "power elite").

Settings

Again a great variety of settings could be utilized, but they should range from the local to the national level and should include the private as well as the public sector (wage and price determination should probably be covered). The final setting should enable the student to integrate all the aspects of decision making that have been studied. The following list of settings is intended to suggest one way of organizing the study: (1) influence in the community: a policy decision in the student's own community, with special attention to the varying influence of different individuals and groups; (2) special interests and federal-state relations: California's farm labor policies; (3) special interests and the public interest in wage and price determination: corporate management, labor, and the federal government in the steel industry; (4) expertise versus democratic controls in diplomatic and military policy: President Truman's decision to use the atomic bomb against Japan; (5) the influence of voters, party regularity, special interest groups and individuals, and personal conviction on federal policy decisions: civil rights in the executive, legislative, and judicial branches during the Kennedy administration.

Behavioral Objectives

After classroom inquiry into how decision makers are influenced by persons with special statuses and by special interest groups, the student should be able to:

Identify special status groups' interest in key local and national issues.

List the methods of influencing legislative decision makers available to special interest groups.

Forecast responses taken by special interest groups on selected proposals in the labor unions on minimum wage legislation.

Analyze state and national political platforms in comparison to the positions of prominent political figures and major ethnic and economic groups.

Express the arguments of special interest groups in selected social, economic, and political controversy.

TOPIC 4: WHAT RANGE OF DECISIONS IS POSSIBLE WITHIN ORGANIZATIONS?

INQUIRY PROCESSES

Analytic
- Observation: selective
- Classification: constructed classes
- *Definition: behavioral
- Contrastive analysis
- *Generalization

Integrative
- Observation: comprehensive
- Classification: observed classes
- *Definition: refined
- *Comparison
  - Similarities of observed events

CONCEPTS

In this Topic, previously identified concepts will be utilized, as they apply to:
- Representative (consensual) organization
- Rational bureaucracy
- Expressive organization

Emphasis should be on the concepts:
- Decision-making systems:
  - Communication
  - Control
  - Exchange, reward, consensus
  - Conflict, competition, cleavage (from Topic 2)
  - Political and economic cultures:
    - Values
    - Conventional wisdom
    - Legitimacy (from Topic 1)
- Political and economic stratification
- Special privilege
- Elite recruitment and replacement (from Topic 3)

SETTINGS THAT MEET THE CRITERIA
See examples in the discussion that follows

Inquiry Processes

Same as in Topics 1-3.

Concepts

In this Topic, previously introduced concepts are applied to the special situation of decision making in a large-scale organization. The student should grow in understanding of differences in goals and decision making systems in the three types of organization: The Consensual, which is dedicated to no specific objectives, but simply provides the mechanisms (including mechanisms of competition and realistic conflict) or establishing working consensus (e.g., the ideal form of democratic political system); The Bureaucratic, dedicated to the efficient accomplishment of specific objectives; (e.g., the usual form of business organization) the Expressive, dedicated to the supply of intrinsic satisfactions to the individuals involved (e.g., an informal sports team, a social club; this sort of organization is virtually never large-scale.) In the discussion of these types (both as "ideal forms" and as they appear in contemporary society), the concepts of Decision Making Systems, of Cultural Understandings, of Stratification Hierarchies and Privileges and Elite Recruitment should help sensitize the student to differences as well as similarities.

Settings

Again, a variety of settings could be utilized, but they should focus especially on the large-scale organization (thereby emphasizing the Consensual and Bureaucratic, but not the Expressive). To list a few possibilities: (1) "System-determined" decisions in organizations: TV network decisions to air soap-operas rather than Congressional hearings on Vietnam; (2) Specialization in organizational decision making: the growth of bureaus and agencies in U.S. government; (3) Organizational Efficiency: Contrast of U.S.S.R. and U.S.A. decision making: contrast of business organization with congressional decision making; (4) Innovation in Organizations: the ferment of ideas in consensual organization (e.g., CORE contrasted to NAACP or, less clearly, U.S. Congress contrasted to Civil Service); (5) Individual expression in bureaucracies: Bishop Pike and the Church; (6) Communication and conflict in organizations: The Berkeley student unrest.

Behavioral Objectives

After classroom inquiry into the range of decisions possible within organizations, the student should be able to:

List the methods available for the executive to influence legislation in local, state, and national governments.

Distinguish between the positions taken by the legislative and executive branches of local, state, or national issues and relate these positions to the decisions made.

Compare the decision making process of political, social, and economic organizations.

Describe the development of a change in policy within a large organization.

TOPIC 5: WHAT IS THE EFFECT ON SOCIAL POLICY DECISIONS OF RELATIONSHIPS BETWEEN ORGANIZATIONS?

INQUIRY PROCESSES

Analytic
- Observation: selective
- Classification: constructed classes
- *Definition: behavioral
- Contrastive analysis
- *Generalization

Integrative
- Observation: comprehensive
- Classification: observed classes
- *Definition: refined
- *Comparison
  - Similarities of observed events

CONCEPTS

In this Topic, the interlinkings of decision making systems is considered. Emphasis should be on the concepts:
- Organizational Interrelatedness
- Decision making systems:
  - Communication
  - Control
  - Exchange, reward, consensus
  - Conflict, competition, cleavage (from Topics 2 and 4)
- Significant Community

SETTINGS THAT MEET THE CRITERIA

See examples in the discussion that follows

Inquiry Processes

Same as in Topics 1-3.

Concepts

In this Topic, the previously utilized concepts of decision making systems are extended to a more general level. The student should grow in an understanding of the complexities of social life and policy formation, as he comes to recognize the close interlinkings of organizations as varying levels of complexity (say, the relation of a town council to state and federal governments) and in differing spheres of community life (say, the relation of state governments to public schools, or of large business organizations to military organizations). These interlinkings are here categorized by the term, Organizational Interrelatedness. Through use of the concepts of Decision Making Systems, by now familiar to the student, awareness may be gained of changes in, and differences between organizations in; communications, control, rewards and conflicts. To this analysis is added, the concept of Significant Community: the smallest social sphere in which can be found a fair autonomy of decision making (i.e., the pioneer days, the family or the township could be considered the Significant Community; today only the national society could be, indicating dramatic changes in organizational interlinkings.)

Settings

Again, a variety of settings could be utilized, but they should focus especially on the large-scale organizations (to the neglect of small units such as families). To list a few possibilities: (1) Changes in the significant community: Small-town government in mass society; (2) Interlinkings of economy and politics: Kennedy and steel prices; urban renewal projects; the stock-market and presidential activity; (3) Education in the current political-economy: the multiversity and technical training; changes in the relation of education to social class allocation; (4) Creative culture as political-economic materials: The international spread of abstract art and jazz; (5) Mass media and governmental policies: Uses of the media by Hitler, Castro, FDR, JFK Eisenhower; the media, the polls and foreign policy decisions; (6) Organizational resistance to policy execution: The Great Society and competing social goals; The Supreme Court and school desegregation.

Behavioral Objectives

After classroom inquiry into the effect on social policy decisions of relationships between organizations the student should be able to:

List possible consequences of changes in laws on significant social problem areas (in housing, education) in a local community.

Identify the local governmental response in different sections of the county to federal policy decisions in social issues.

Describe the effect on the social system of changes in economic policy.

State the response of large private organizations to proposed changes in public policy.

Grade 12B: Capstone Courses

One semester of the senior year should be set aside for a series of courses from which all students must select at least one. These capstone courses are designed to enable a student to probe more deeply into the mode of inquiry of a particular discipline or to pursue a subject of interest in greater depth. Capstone courses also serve to draw upon the unique professional competence of the teaching staffs of individual schools and for this reason the type of offerings would vary considerably.

One semester disciplinary courses may be offered in aspects of Anthropology, Social Psychology, Urban Geography, Sociology, Economics, Political Science, and History. Other courses may be focused on such Topics as Africa and World Affairs, Minority Groups, or Asian Studies. Advanced courses in American studies may be offered on special problems such as Urbanization, or Poverty. There might even be room for less orthodox course offerings such as "The Impact of the Military-Industrial Complex on American Life," or "Islam, Buddhism and Hinduism in Comparative Settings." Careful attention must be given to the nature, interests, and abilities of the student population and the teaching staff of a school before course offerings are decided upon. Justification for courses should be based on the inherent enlightenment to be gained from the material and processes to be engaged in, and not primarily on the extent to which each course may "help prepare" a student for college. In general, capstone courses would have to rely on a wide variety of instructional materials, and may exclude the textbook altogether. Such courses do place an enormous burden on individual teachers, and it would be hoped that district resources and staff assistance would be generously available.

PART IV

IMPLEMENTATION

No educational program--however thoughtfully and expertly conceived--is self-executing. Nor is any newly conceived program nearly so effective as it will be after it is tried out in the classroom and modified in the light of classroom experience. For the reasons suggested in Part I, these considerations apply with special force at this juncture to a program in social sciences education. Therefore, the framework outlined in the preceding pages is likely to be ineffective unless it is conceived as merely the starting point for an ongoing program of implementation with regard to all the major factors that affect the environment for learning about man in the individual classroom.

A. The Environment of Learning

If the student is to learn to function effectively on his own and in conjunction with others in a constantly changing world, his classroom environment must present him with materials and situations that encourage him to develop the necessary inquiry skills, conceptual tools, and knowledge. His teacher must be firmly grounded in the studies of man in society and resourceful in strategies and methods for structuring effective learning situations. Techniques and instruments for frequent and perceptive evaluation of the learning that is occurring must be available to the teacher, so that less effective materials and strategies can be replaced by better ones.

But one thing more is needed if this learning for life is not to be vitiated by an artifical isolation from life. Teachers, materials, strategies, and evaluative techniques must produce an environment that relates learning to the life the child has lived, is living, and will live. Each child comes to the classroom with his own needs, growing out of his own experiences in a particular time and place, ranging from rural to inner city. These needs and experiences must be utilized, rather than submerged, in an ongoing process of learning that is relevant to them. This task demands a maximum of flexibility, not only in the immediate classroom environment, but also in the school and the educational system as a whole.

The task demands, moreover, that the natural processes of learning outside the school be capitalized upon in classroom learning. The classroom environment must involve the student self-consciously in many of the social processes that he will encounter outside the classroom and in later life. The processes of inquiry enable the student to cope with the vast and exploding array of knowledge about social reality only as he incorporates them into his behavioral patterns. This kind of relevant-to-life learning requires a classroom environment in which there is an awareness of the student's needs for acceptance, for a feeling of competence, and for rewards. It requires also a classroom environment that encourages divergent thinking where the student will perceive that generalizations about man in society are highly relative, potentially changeable, and dependent upon the rational use of inquiry processes, conceptual tools and knowledge.

A program in the studies of man that seeks to achieve these several ends involves a continuing, many-pronged effort to develop the teaching strategies and materials, the teachers, the evaluative techniques and instruments, and the provisions for flexibility that are necessary to this kind of environment for learning in California classrooms.

B. Strategies and Materials for Learning

The materials necessary for inquiry-conceptual learning are substantially different from most of the textbooks now in use. The textbook rests on the assumption that the student's task is to learn the preselected information and interpretations presented. The new learning materials, by contrast, will present carefully structured blocks of data, not to be memorized, but to be used. Learning will take place through a variety of exercises in which the student applies the processes of inquiry to data in order to develop conceptual understandings for himself. This means that where the textbook usually attempts to cover a broad area comprehensively, the new learning materials will deal more intensively with selected aspects. It means that the single bound volume for a year of study will ideally be replaced by separately bound units of material of varying format and content. It means that other media for learning--films, filmstrips, transparencies, maps--will be more extensively used and more closely articulated with the printed materials. Eventually and ideally, the single-textbook idea of learning materials should give way to the idea of a system of learning materials, including some units for the student, some units for the teacher, and some units for use with the class as a whole.

Such systems of materials will not be developed to their full potentiality easily or quickly. The experience of all the current curricular projects in the social sciences demonstrates that the task requires much hard work, imagination, and time by teams of experienced teachers, curriculum specialists, educational psychologists, and scholars from the relevant social science disciplines. Moreover the long-range task of putting such materials into California classrooms will require modifications in the textbook procurement policies of the state and of local school districts. Finally, the new materials can be successful only to the degree that California's teachers come to accept them, and at the same time to accept and practice effectively the somewhat different classroom strategies and methods that are essential to inquiry-conceptual learning.

All of these considerations suggest that the development and introduction of new materials--and the implementation of the entire program--must be a gradual process, requiring some years. In the first phases, a particularly heavy responsibility will rest upon publishers to develop transitional materials, at appropriate grade levels in the Curriculum Commission's adoption cycle for Grades K-8. Such transitional materials should be designed primarily to facilitate the inquiry-conceptual learnings outlined in Part III, but they should meet the requirements of the state's textbook adoption system while being readily usable by teachers accustomed to the traditional kind of textbook. For Grades 9-12, where individual schools and districts make their own choices, it is hoped that publishers might develop in accord with this program a variety of instructional resources and systems of learning materials, ranging from the transitional to the more innovative types. In developing these materials publishers will be able to draw upon the public-domain materials now becoming available from the various Project Social Studies enterprises. In all cases both teacher-curriculum specialists and scholars from the relevant social sciences should be actively involved in developing such materials.

Inevitably these first-generation materials will be susceptible to substantial improvement in the light of classroom experience with them. The framework itself will similarly be subject to improvement in the light of classroom experience and further developments in the social sciences. Finally, within the general outlines of an evolving framework, there should be enough flexibility to allow the development of units of material adapted to the special needs of different school populations and districts.

For all these reasons it would be highly desirable to encourage projects to develop and test materials in various school districts throughout the state. Such projects should involve both scholars from the relevant disciplines and teachers and curriculum specialists from the schools. The materials produced might then be available for use in developing second-generation materials for the state at large, as well as for use in the district or school immediately concerned in their original development.

Strategies and methods used in the classroom depend partly upon the nature of the materials and partly on what the teacher does with the materials. A wide range of instructional devices and inquiry-centered situations in and out of the classroom should be sought by the teacher and seen as normal operating procedure by the students. Emphasis on inquiry means frequent resort to such strategies as questioning, discussing, problem-solving, games, and simulation and role-playing as well as demonstrating, narrating and reading, and lecturing.

Learning situations designed to maximize student inquiry need not exclude teacher direction. It is the teacher who must decide which is the most productive strategy for the unit of learning at hand and for the mode of inquiry being emphasized. In fact, the teacher's expertise places him in the role of diagnostician and consultant for a micro-social system in which he is also a participant with special responsibilities. If he can structure classroom activity to take advantage of the dialogue and the other interactive tendencies that appear naturally, the artificiality of learning for life in isolation from life need not prove inescapable.

C. Evaluation

The implementation of a new program in the studies of man should be viewed itself as an inquiry process--inquiry into which framework components, which learning materials, which strategies and methods are most effective. Only through constant evaluation of every aspect of the program can strengths and weaknesses be identified and ongoing revision and improvement accomplished.

Effective evaluative instruments and techniques are needed at three levels: (1) to enable the statewide system as a whole to evaluate the effectiveness of the statewide framework, statewide learning materials, and statewide provision for the pre-service and inservice training of teachers; (2) to enable districts and schools to evaluate the effectiveness of local learning materials and locally provided in-service training for teachers; and (3) to enable teachers to evaluate the effectiveness of their classroom strategies and methods.

Evaluation should be in terms of the objectives of the program (that is, proficiency in the processes of inquiry as they are broadly defined in Part II), as measured primarily by behavioral outcomes for students. Designing and applying behavioral tests of competence in practicing the three modes of inquiry is no easy task. It involves, for example, finding ways to assess the attainment of such qualities as "historical wisdom" or "social perspective" that may become fully evident in behavior only over a lifetime. Another difficult evaluative problem is the devising of techniques for assessing competence in the handling of value-laden issues, in the articulation and refinement of values, and in the application of values to policy problems. Both the importance and the difficulty of evaluation suggest the need for sustained statewide effort to develop evaluative instruments and techniques and to make them available at every level of the instructional system.

D. Teacher Education

The most essential factor in the educational process is, of course, the teacher. With a good teacher, even poorly conceived frameworks and materials can become vehicles for effective learning. And not even the best conceived frameworks and materials can promise effective learning with a poor teacher.

A teacher's effectiveness depends in part on his personal qualities and in part on his own education, both before and throughout his teaching. If he is to develop students who are inquirers--if he is to create a classroom environment that encourages both divergent insights and the ability to use different modes of inquiry--his own education should have developed in him these capacities and attitudes. If he is to help children master the inquiry processes and conceptual tools developed by the social sciences, he must have developed understanding and intellectual self-confidence through study across the range of the social science disciplines. If he is to help students gain perspective on the common and unique features of the American experience, he must have developed an understanding of cultures beyond the Western tradition.

These qualities are not likely to be produced simply by requiring prospective teachers to take one or more college courses in each of the social science disciplines. An inquiry-conceptual program in the schools needs teachers whose own training has been oriented toward inquiry, who have developed a unified rather than a discipline-compartmentalized approach to the study of man, and whose training in "content" has been closely enough related to their training in "method" that each reinforces the other.

In most colleges today, the prospective teacher's training in "method" is divorced from the more sophisticated aspects of the "subject matter" he will be teaching, while his training in subject matter is imparted with little or no attention to the use to which he will be putting it. If an inquiry-conceptual program in the studies of man is to be fully effective in the long run, the interested parties, both within the colleges and outside the colleges, must be brought together to consider means for improving the pre-service education of prospective social science teachers. It seems particularly important to seek ways of involving scholars from the social science disciplines more directly in the training of prospective teachers as teachers, and thus to bring the consideration of method and subject matter into closer and more fruitful conjunction.

In the shorter run the success of an inquiry-conceptual program in the studies of man depends on a massive program of in-service training for teachers now in the classroom. The learning materials themselves will be a major vehicle for orienting teachers to the new program, but they must be supplemented by special short courses, in-service programs conducted by schools and districts, and the established programs for in-service teacher education operated by the colleges and universities. In these activities, as in those previously discussed, it will be desirable to involve interested and qualified scholars from the social science disciplines.

In the very long run, neither better pre-service nor extensive and better in-service work, as so far described, will adequately support the teacher. One crucial factor is still missing: teachers must enjoy the occasions and facilities needed to support one another. Inquiry in the classroom is simply harder, much harder, than didactic teaching. An inquiry-oriented curriculum requires not the "training" of teachers, but the creation of conditions which will facilitate intellectual growth through total careers. Such a curriculum probably cannot materialize in the usual setting: the teacher in the classroom, isolated from fellow teachers. Certainly such a curriculum cannot thrive and grow in such a setting. In short, the isolation of the-teacher-in-the-classroom must be broken down--for example, through cross-visitation among peers, and through the use of video tapes. Real inquiry in the classroom is probably impossible unless conditions are created which permit and require teachers to hold up a mirror to their own teaching and with their peers to examine systematically the images they see there.

E. Organizing for Continuous Implementation

The Statewide Social Sciences Study Committee, with the utmost earnestness, recommends that the State Board of Education not rest content with the adoption of this or any other static framework for social science education in the California schools. Instead it is recommended that the Board create a system for continuing implementation and improvement, using the framework contained in Part III as merely the starting point.

The system envisioned would have two components. At the statewide level there would be a permanent committee, advisory to the Board and the Curriculum Commission, and charged with the following tasks: (1) to recommend periodic revisions of the framework; (2) to assist the Curriculum Commission in preparing guidelines for learning materials and to guide and coordinate materials development activities throughout the state; (3) to guide and coordinate the development and application of evaluative techniques and instruments; (4) to guide and coordinate a program of in-service education for social science teachers; and (5) to offer leadership and coordination in cooperative efforts to improve the pre-service education of teachers. The committee should consist, like the present Study Committee, of people from the schools and from the social science disciplines.

The second component of the system would be a series of centers located throughout the state so as to be easily accessible to the largest number of schools and school districts. Because the activities of the centers would draw heavily on the library resources and scholarly personnel of the colleges, they should be located on college and university campuses. The centers would bring scholars from the social sciences and education together with the school personnel from nearby districts for projects in the areas of materials development, evaluation, and pre-service and in-service education for teachers. Some regular support from the state budget would be necessary, but a considerable range of activity could be financed from federal grants, contracts with school districts, and university and college research funds.

The statewide committee would provide general coordination of the work of the centers, and collect and disseminate the results of their work. Particularly it would serve as an agency for coordination and communication between the local centers on the one hand and the state's policy making agencies for social sciences education (the Curriculum Commission, the State Board of Education, and the Legislature) on the other. Horizontal intellectual collaboration could then be nourished by a vertical integration of policy-making and policy-advising bodies.

In summary the real task of improving learning about man in society, as the Statewide Social Sciences Study Committee has come to understand it, is not just to update a framework. The real task is to organize the state's remarkable resources of educational and scholarly experience and expertise for an ongoing program of innovation, evaluation, implementation, and continuing revision. The organization being recommended is designed to knit together the individuals and groups who in the end are the only ones who can make curriculum revision work. Only through some such plan, the Statewide Social Sciences Study Committee has become convinced, can Californians fully realize their opportunity to develop a soundly conceived, thoroughly tested, and exciting program in the studies of man.

APPENDIX A

INCLUSION OF CONTENT FROM BASIC DISCIPLINES

Outlined below are specific examples of ways in which conceptual content from basic disciplines has been included in this program. Content from the following disciplines has been noted in relation to Topics in each block of grades: Political Science, Geography, History, Economics, Anthropology, Sociology, and Social Psychology. Efforts have been made to provide for the development of conceptual understanding in all of the basic disciplines in both the elementary and secondary grades. Viewed from the standpoint of the disciplines and of related concerns of social sciences education, significant content has been included as follows:

Political Science, Civics, Citizenship, Education, Contemporary Problems, State and Local Government

Grades K-2. Topic 4: a study of social organization, with particular emphasis on roles and rules, and on decision making roles.

Grades 3-4. Topics 3-4: attention to decision making in the development of San Francisco and Los Angeles, and in contemporary cities around the world.

Grades 5-6: Topic 1: attention to political aspects of interacting cultures. Topic 2: attention to political aspects of the interaction of ethnic groups in American development. Topic 3: includes the role of law, the Constitution, the courts, and the political process in group interaction in the contemporary United States.

Grades 7-9. Topics 1-2, 4: a conceptual, comparative study of political systems, from families and tribal groups to the development of the modern liberal state in England and the United States. Topic 5: decision making in a command economy. Topic 6: decision making in the contemporary United States. Topic 7: political systems in modernizing societies. Topic 11: a policy study of the modern American city and its problems, including consideration of decision making for the city.

Grades 10-11. Historical studies which include extensive consideration of the political systems of the United States, the modern Western world, and a major non-Western culture, as well as critical contemporary problems in all these areas.

Grade 12A. Devoted wholly to a study of decision making in the contemporary United States (including federal, state and local governments), with special attention to the citizen's roles, rights, and responsibilities.

Grade 12B. Opportunity for capstone courses in aspects of political science, contemporary problems, or related areas.

Geography and Conservation. The diverse settings generated by the program's cross-cultural orientation insure the constant accumulation of geographical knowledge about every part of the world. In addition, though none of the studies is labeled as "geography" per se, the program places heavier emphasis than most curricula on geographical concepts (yielding, among other things, a sharper conceptual understanding of the importance of conservation). The principal instances are as follows:

Grades K-2. Topic 2: basic landforms and water bodies, climate, weather, topography, and man's relation to his natural environment. Topic 5: attention to the range and variety of man's geographical environments.

Grades 3-4. Topics 1-3: a study of human adaptation to the natural environment, utilizing as a setting, California from the early Indian inhabitants to the development of San Francisco and Los Angeles; thus devoted wholly to developing the basic concepts of human, economic, and urban geography, including the importance of natural resources and conservation, while simultaneously building geographical knowledge of California. Topic 4: a study of urbanization and urban problems, including conservation, in various parts of the world; includes geographical knowledge of selected important regions of the world.

Grades 5-6. Topics 1-3: geographic features of North America and the United States. Topic 4: geographic features of Brazil, India, Nigeria or other areas selected for study.

Grades 7-9. Topics 2, 3, 5-7: attention to natural resources in relation to comparative economic systems and economic development. Topics 8-11: a study of the various aspects of urban geography, with special attention to man's changing relation with the natural environment and to the consequent importance of conservation.

Grades 10-11. Historical studies which make extensive use of the geographic concepts previously developed.

Grade 12B. Opportunity for capstone courses in aspects of geography and conservation.

History. Grades 10-11 are devoted wholly to historical studies of the United States, the modern Western world, and a major non-Western culture. In addition, the study of human adaptation in Topics 1-3 of Grades 3-4 utilizes as a setting, California from the early Indian inhabitants to the development of San Francisco and Los Angeles, providing in effect a history of California oriented around this centrally important theme. Similarly the study of group interaction in Topics 1-3 of Grades 5-6 utilizes as a setting, North America and the United States. Topic 1 deals with the Spanish-Indian interaction in early Mexico and the English-Indian-African interaction in eastern North America in the period of English settlement. Topic 2 deals with the American national experience (mainly nineteenth and earlier twentieth centuries) from the point of view of the roles and interaction in the contemporary United States.

In addition to these major concentrations of historical studies and historical settings, much historical information and orientation is provided by the suggested settings for the study of nonhistorical concepts. In some of these Topics much of the treatment is implicitly historical. The principal instances are as follows:

Grades K-2. Topic 5: attention to the range and variety of human experience over time, including consideration of outstanding personalities throughout human history.

Grades 5-6. Topic 5: ancient Greece, an African tribal society, late medieval western Europe, Confucian China, and Indian, colonial and modern Mexico.

Grades 7-9. Topic 2: suggested settings, ancient Egypt and medieval England. Topic 3: economic development in England and the United States, 14th-19th centuries. Topic 4: political development in England and British North America, 17th-18th centuries. Topic 8: the development of urban life in ancient Sumer. Topic 9: suggested settings, four preindustrial cities, such as ancient Rome, Renaissance Venice, Reformation Geneva, and early modern Canton.

Grade 12B. Opportunity for capstone courses in aspects of history.

Economics

Grades K-2. Topic 2: attention to economic aspects of human adaptation. Topic 4: attention to scarcity, wants, and division of labor in relation to social organization and role. Topic 5: attention to technology and division of labor, in relation to the diversity of human cultures.

Grades 3-4. Topics 1-2: basic economic concepts are elaborated in the course of studying varying human adaptations to the natural environment. Topics 3-4: economic activities in urban centers. Topic 5: attention to technology and division of labor as basic elements of culture.

Grades 5-6. Topics 1-3: economic activities of groups studied. Topic 4: economic activities in countries selected for study.

Grades 7-9. Topics 2-3: a conceptual and comparative study of economic systems in (historical) settings, ranging from ancient Egypt to the development of market economies. Topic 5: a study of decision making in command political economy. Topic 6: a study of decision making in the political economy of the United States. Topic 7: economic systems and the problem of economic development in modernizing societies. Topics 8-11: attention to economic aspects of urbanization and the urban environment.

Grades 10-11. Historical studies which make extensive use of the economic concepts previously developed.

Grade 12A. A study of economic as well as political decision making in the present-day United States.

Grade 12B. Opportunity for capstone courses in aspects of economics.

Anthropology, Sociology, Social Psychology

Grades K-2. Basic studies devoted in culture, including the aspects of communication, man's adaptation to the natural environment, and social organization and roles.

Grades 3-4. Topics 1-2: studies in human adaptation and ecology, including the aspects of social organization and roles. Topics 3-4: cultural adaptation in urban centers. Topic 5: a study of the human capacity for culture, including the aspects of communication, technology, social organization, and world view.

Grades 5-6. Topics 1-2: studies in cultural interaction, including the aspects of immigration, social stratification, and ethnic and religious differentiation. Topics 3-4: a study of "race" and culture, including ethnocentrism and racial prejudice. Topic 5: a study of human individuality and creativity within a framework of myth, religion and ideology.

Grades 7-9. Topic 1: attention to the organization of basic social groups (families, peer groups, tribal societies) in relation to political systems. Topic 8: a study of the transition from tribal society to peasant-urban society. Topics 10-11: attention to group interaction and social stratification in the contemporary urban environment.

Grades 10-11. Historical studies which make extensive use of the anthropological, sociological, and social psychological concepts previously developed.

Grade 12A. Attention to sociological and social psychological aspects of decision making.

Grade 12B. Opportunity for capstone courses in aspects of anthropology, sociology, and social psychology.

APPENDIX B

SUMMARY OF MAJOR COMPONENTS IN THE K-12 PROGRAM

This brief summary is designed to give an overview of the K-12 program. Topical questions are listed in each block. Examples are given of inquiry processes, concepts, and settings. The complete report must be read to identify complete and detailed suggestions for each block. The settings are illustrative only; others that meet the criteria in Part II may be substituted.

Grades K-2: Mankind: Man's Distinctive Characteristics		
Modes and Processes of Inquiry	Illustrative Concepts	Illustrative Settings
1. What is a man?		
Analytic Observation Classification Integrative (Comparison)	Human or man or mankind Reptiles, mammals, etc. (Infant dependency)	Mammals, reptiles Members of the class A Pacific Island community
2. How do men and animals adapt to and change the land they live on?		
Analytic Classification Observation Communication Integrative (Comparison)	Landforms and water bodies (Adaptation and ecology) Climate, weather (Topography)	Landforms and water bodies The students and their community Eskimos, other tribal groups Animals, including prehistoric
3. Why do things have names?		
Analytic As above Integrative (Comparison) Policy (Valuing)	Name [symbol] Language, (written language)	Members of the class Plains Indians or Japanese Animals
4. Why are there rules for everyone?		
Analytic As above Integrative (Comparison) Policy (Valuing)	Rules [roles] (Age and sex statuses) (Division of labor and of authority) Work, play Needs, wants	Members of the class, their families, community Animals A dissimilar human group
5. How are people alike and how are they different?		
Integrative Observation (Comparison) Policy (Valuing)	All previous concepts (space, time) Tools [technology] Individual differences, individual contributions; ethnic differences, ethnic group contributions	Unfamiliar human groups, over space and time Individuals, contributions

Grades 3-4: Man and Land: Cultural and Geographic Relationships

Modes and Processes of Inquiry	Illustrative Concepts	Illustrative Settings
1. Why are particular animals found only in certain environments, while men live almost anywhere?		
Analytic Classification Definition (behavioral) Contrastive analysis Generalization Integrative Comparison	Biological adaptation Cultural adaptation: Technology Division of labor (social organization, role) Scale, maps	Selected animals Indian groups in early California Groups in different environments
2. Why do different groups of men develop different ways of living in the same or similar environments?		
Analytic Definition (behavioral) Contrastive analysis Generalization Integrative Holistic integration (cultural) Comparison	Natural environment, resources Communities: tribal, peasant-urban, rural-urban Division of labor, comparative advantage, social organization	Early California Indians Mission and rancho in early California Agricultural and mining communities in early California
3. How has urbanization altered man's relation to the natural environment?		
Analytic Observation Classification Definition (behavioral) Contrastive analysis Generalization	Factors of production Division of labor, comparative advantage, specialization Market, trade, middlemen Urban functions Spatial distribution, association, interaction	San Francisco in the 19th century Los Angeles in the 20th century The local community
4. How are problems of living being met in the modern urban environment?		
Analytic As above Integrative Observation Classification Comparison Cultural integration Policy Valuing	Cultural adaptation Urban form, functions Economic activities Specialization Comparative advantage Intra-city patterns of location, city-hinterland interaction Decision making	Three urban centers in different parts of the world Local community
5. What is human about human beings?		
Analytic Observation Classification Definition (behavioral) Contrastive analysis Generalization Communication	Adaptation: biological, cultural Life cycle Culture: use of tools, social organization, communication, urge to explain	Selected animals Indians in early California Other groups (different cultures)

Grades 5-6: Mankind and Men: Interaction, Diversity, Individuality

Modes and Processes of Inquiry	Illustrative Concepts	Illustrative Settings
1. What happens when different groups of men come in contact?		
Analytic Definition (behavioral) Contrastive analysis Generalization Integrative Holistic integration (cultural) Policy Valuing	Interaction: cooperation, conflict, domination Stratification, class Values Value conflicts Geographic setting	Spanish-Indian interaction, 16th century Mexico English-Indian-African interaction, 17th century Virginia
2. How have ethnic minority groups and individuals affected American development?		
Analytic As above Integrative Holistic integration (historical, cultural)	Migration, immigration Segregation, discrimination Cultural pluralism Ethnocentrism, racism	The Irish in Boston The Chinese in San Francisco Negroes and Mexican-Americans in cities
3. How do different groups interact in the contemporary United States?		
Analytic As above Integrative Comparison Holistic integration (cultural, historical)	Spatial distribution, association, interaction Decision making and law	Selected cases of group interaction The student's community
4. How do groups interact in different cultures?		
Analytic Observation Classification Behavioral definition Contrastive analysis Generalization Policy Valuing	Race: biological, social Culture, cultural diversity Class, caste Racism, ethnocentrism and related psychological processes	Brazil India Other societies
5. How is any man like no other man?		
Integrative Observation Classification Definition (refined) Holistic integration (cultural, historical)	Individuality, individualism World view: myth, religion, ideology Creative expression Media of expression Expression of values	Periclean Athens An African culture Late medieval western Europe Confucian China Mexico

<table>
<tr><th colspan="3">Grades 7-9: Systems: Economic and Political; Urban Environment</th></tr>
<tr><th>Modes and Processes of Inquiry</th><th>Illustrative Concepts</th><th>Illustrative Settings</th></tr>
<tr><td colspan="3">1. How do societies decide what is to be done and who is to do it?</td></tr>
<tr><td>Analytic
Definition: behavioral
Others as in preceding blocks
Policy
Valuing</td><td>Political system
Political culture: authority, legitimacy, political, specialization
Constitution
Decision making</td><td>A tribal society
Social groups to which students belong: family, peer group, class, school</td></tr>
<tr><td colspan="3">2. How do societies decide who gets what?</td></tr>
<tr><td>Analytic
Contrastive analysis
Others</td><td>Economic system: traditional
Needs
Production
Distribution
Decision making: tradition</td><td>Ancient Egypt, England
Comparative reference to settings of Topic 1</td></tr>
<tr><td colspan="3">3. How do market economies develop and function?</td></tr>
<tr><td>Analytic
Generalization
Integrative
Holistic integration</td><td>Economic system: market
Decision making: market private enterprise, profit motive, price competition
Economic growth: "takeoff," gross national product</td><td>Woolens trade, England and Low Countries, 14-16th centuries
Anglo-American trade, 18th century
English industrial revolution
American market revolution</td></tr>
<tr><td colspan="3">4. How do democratic political systems develop and function?</td></tr>
<tr><td>Analytic
Generalization
Integrative
Holistic integration</td><td>Political system
Political culture: political values
Constitution: civil rights and liberties, federalism, separation of powers, checks and balances
Social stratification and mobility</td><td>The English Glorious Revolution
Massachusetts, 17th Century
Boston and the Continental Congress, 1763-1776
Pennsylvania in 1776
Movement for the Federal Constitution and Bill of Rights, 1785-1791</td></tr>
<tr><td colspan="3">5. How are decisions made in the command political economy of the Soviet Union?</td></tr>
<tr><td>Analytic
Contrastive analysis
Integrative
Comparison
Holistic integration</td><td>Political system
Constitution: Communism, party bureaucracy
Economic system: command
Production: socialism
Decision making: central governmental planning</td><td>The Soviet Union, selected case studies</td></tr>
</table>

6. How are decisions made in the mixed political economy of the present-day United States?		
Analytic Contrastive analysis Integrative Comparison Holistic integration	Political system Economic system: mixed Distribution: labor unionization, welfare state Decision making: mixed (market and government regulation), monetary controls, corporation, oligopoly	The United States, selected case studies
7. How can underdeveloped societies cope with the demand for rapid modernization?		
Policy Valuing Testing solutions Deciding	Underdeveloped societies Political modernization All concepts in Topics 1-6	Brazil and Ghana
8. How has the emergence of cities changed the life of man?		
Analytic Classification Integrative Holistic integration	The food-producing revolution Urban functions City-hinterland interaction	Sumer A modern peasant-urban society
9. How have cities varied in their functions and characteristics?		
Analytic Contrastive analysis Integrative Holistic integration	Urban functions: commercial, political, military, cultural, multiple, etc. City-hinterland interaction	Ancient Rome Renaissance Venice Reformation Geneva Early modern Canton
10. How has modern urbanization changed the life of man?		
Analytic Generalization Others as needed	Rural-urban shift Intra-city patterns of location Metropolis, megalopolis, interaction among urban areas Location, movement, and interaction of urban social groups Natural resources, conservation	Student's own city or nearest large city Comparative reference to other cities
11. How can the quality of urban life be improved?		
Policy All the policy processes	Aesthetic quality of the urban environment Urban functions: services, recreational, cultural Decision making for the city All concepts in Topics 8-10	Student's own city or nearest large city Comparative reference to other cities

Grades 10-11: Historical Integration: Relation of Past and Present

Modes and Processes of Inquiry	Illustrative Concepts	Illustrative Settings
Analytic and Integrative All processes as they contribute to-- Holistic integration Historical Policy Valuing	Previously developed concepts as they relate to-- Change over time Interrelatedness of past and present Interrelatedness of all aspects of a society Multiple causation	Selected case studies for each subtopic listed below

(Note: Since the items in this block apply to all topics below, they are not relisted after each one.)

1. How did the United States come to be the way it is, and how is it changing?

   1a. How did the social structure that the European colonists brought with them change in the course of their life in America?
   1b. How did Americans develop a sense of nationality?
   1c. How did Americans develop a more democratic political system?
   1d. How did the enslavement of Africans produce tension and disruption in American life?
   1e. How have Americans adjusted to the diversity of peoples and cultures?
   1f. How has the United States responded to industrialization and large-scale business organization?
   1g. How have Americans been affected by their relations with the rest of the world?
   1h. Where, in terms of the major historical themes studied, is American society headed today?

2. How have national groupings and conflicts affected the life of man?

   2a. What makes a state a state?
   2b. Why have societies sought to impose their wills on other societies?
   2c. Why do military establishments so universally exist, and how do they affect the societies of which they are a part?
   2d. Can man's technological abilities for destruction be offset by his imagination and the desire to maintain the peace?

3. How has India maintained its cultural unity over such a long period and such a diversity of peoples?

   3a. How did the principal features of traditional Indian culture take shape and persist?
   3b. How has Hindu India interacted with its invaders?
   3c. How did traditional Indian culture affect the struggle for independence?
   3d. How are traditional and modern elements interacting in present-day India?

Alternate Topic 3. How did China develop mankind's most durable socio-political system, and why has it been replaced?

   3a. How did the principal features of traditional Chinese culture take shape and persist?
   3b. How has Confucian China interacted with its invaders?
   3c. How did the Chinese establish their modern independent nationality?
   3d. How are traditional and modern elements interacting in present-day China?

Alternate Topic 3. Why has Japan become Asia's only technologically advanced society?

<table>
<tr><th colspan="3">Grade 12A: Decision Making: Deciding Social Policy in the United States</th></tr>
<tr><th>Modes and Processes of Inquiry</th><th>Illustrative Concepts</th><th>Illustrative Settings</th></tr>
<tr><td colspan="3">1. How do ordinary citizens influence the decisions that affect them?</td></tr>
<tr><td>Analytic
Definition: behavioral
Generalization
Integrative
Definition: refined
Comparison</td><td>Political-economic cultures
Political representation and public opinion
Political responsiveness to public opinion</td><td>Selected settings to illustrate how consumers and voters influence economic and political decision making</td></tr>
<tr><td colspan="3">2. How are ordinary citizens influenced in making and accepting policy decisions?</td></tr>
<tr><td>Analytic
Definition: behavioral
Generalization
Integrative
Definition: refined
Comparison</td><td>Decision making systems
Political and economic socialization</td><td>Selected settings to illustrate how consumers and voters are influenced</td></tr>
<tr><td colspan="3">3. How are decision makers influenced by persons with special statuses and by special interest groups?</td></tr>
<tr><td>Analytic
Definition: behavioral
Generalization
Integrative
Definition: refined
Comparison</td><td>Political and economic stratification
Special privilege
Elite recruitment</td><td>A policy decision in the student's community
Determination of California's farm labor policy
Wage and price determination in the steel industry
President Truman's decision to use the atomic bomb
Civil rights legislation during the Kennedy administration</td></tr>
<tr><td colspan="3">4. What range of decisions is possible within organizations?</td></tr>
<tr><td>Analytic
Definition: behavioral
Generalization
Integrative
Definition: refined
Comparison</td><td>Representative (consensual) organization
Rational bureaucracy
Expressive organization</td><td>Selected settings to illustrate positions and roles in large-scale organizations</td></tr>
<tr><td colspan="3">5. What is the effect on social policy decisions of the relationships between organizations?</td></tr>
<tr><td>Analytic
Definition: behavioral
Generalization
Integrative
Definition: refined
Comparison</td><td>Organizational interrelatedness
Significant community</td><td>Selected settings to illustrate the influence of interlinkings of decision making systems or organizations</td></tr>
</table>

<table>
<tr><th colspan="3">Grade 12B: Capstone Electives</th></tr>
<tr><th>Modes and Processes of Inquiry</th><th>Illustrative Concepts</th><th>Illustrative Settings</th></tr>
<tr><td colspan="3">To be selected and incorporated in courses prepared at the local level.</td></tr>
</table>

APPENDIX C

EXAMPLES OF CLASSROOM INQUIRY IN DIFFERENT GRADES

A variety of examples of the kind of inquiry that illustrates an inquiry-conceptual program of instruction is presented in the following pages. Examples are given for each block of grades in the K-12 program and for each mode of inquiry.

The illustrations of classroom inquiry vary in terms of format, style, and teaching strategies. This variation may be interpreted to indicate that many different approaches may be used in an inquiry-conceptual approach to the studies of man in society.

It is hoped that the few examples presented here will stimulate others to prepare learning experiences, units of study, and courses that illustrate an inquiry-conceptual orientation to social sciences education.

The Committee invites individuals and groups who prepare materials designed to implement a new social sciences education program to share them with the Committee and others. It is anticipated that a variety of illustrations of classroom inquiry will be of great use in the implementation program which is needed to advance instruction in social sciences education.

Grades K-2: Mankind: Man's Distinctive Characteristics

An Example of Classroom Inquiry in the Analytic Mode

Topic 4: Why are there rules for everyone?

Several activities may be used to investigate ways in which man has formed social organizations. A guiding question might be: How can we describe the ways in which people who are related to one another live together?

The teacher may show a picture of a mother, a father and a son, a daughter, and a baby. The class should discuss the relationship of each to the other, and that they all live in the same house. The children are asked what this relationship might be called. The class is probably most likely to respond with the word, "family".

The teacher should not indicate whether the children's response is correct or not, but should show the children another picture of essentially the same grouping with the numbers of children and their ages varied. The class will again indicate that this is a family.

The teacher will then introduce another picture, but this time, it will be of a kinship group in India. In this picture, there is a grandparent, grandmother, grandfather, sons, their wives, and the multiple groups of children resulting from each of the marriage. The children will be asked to describe the relationships of this group. Again, it is quite likely that the class will indicate that this is a family.

The teacher should now ask the children if the word "family" corresponds equally to the three pictures that had been shown to the children. There will begin to be some hesitancy on the part of the children to agree.

Still another picture will be shown to the children, that of a barrio in Mexico. Again, all of the relationships will be described, and the children will be asked to name the kind of relationship that is shown. By this time, the children will become increasingly unhappy with the use of the word "family" although they probably will have no better substitute for it.

Some of the children will begin to make up words of their own to try to describe the various groupings. One more picture may be shown to the children--that of a kibbutz in Israel. In this case, the children do not live with their parents except on weekends; the children live in a communal building where they eat, sleep, and go to school. The children will have more difficulty in trying to explain this type of arrangement.

After the class has tried to give several names, each of which is accepted, the teacher can tell them that other individuals have faced this problem also, and that they have called these relationships, kinship groups. To test the class' understanding of this idea, several other pictures might be shown to the children, each selected from different parts of the world, showing perhaps various Indian groupings, South Sea Island groupings, etc., to see if the children use the word "kinship groups." Flannel board groupings might also be tried by the children, putting them into appropriate kinship groupings from the information that the children now have.

An Example of Classroom Inquiry in the Integrative Mode

Topic 4: Why are there rules for everyone?

The integrative mode is used to bring together a fairly complete or holistic view of the particular individuals or groups selected for study. Comparisons may be made between culturally different groups and those familiar to the child. A guiding question that may be used to get a holistic view of one's own family is: "How does our family live together?"

In a guided discussion, children may be asked to tell about the ways in which their families live and work together. In so doing, the teacher will encourage the children to tell the makeup of the family, the various jobs that each member of the family does, the responsibilities that each member undertakes, and the various ways in which the family works, plays, and lives together. Children might describe family activities during a class sharing time, on tape, or to the teacher to be recorded in a booklet for the whole class to use.

Children should be helped to see that the various jobs that members of the family do are often for the betterment of the whole family. As an example, when father or mother goes to work, the income may be used for a vacation, a toy, food, etc. The work that the mother does at home helps keep the clothes of the children clean. The work that a child might do in cleaning up his room often saves his mother or other children work in cleaning up the entire house.

Some children might be aware that their parents work in social groups in the community, such as the PTA or Kiwanis, and that these groups are dedicated towards the betterment of not just two or three families, but the entire community. In any case, the role of the teacher is to help children to develop skill in comparing what they and their families do, and to recognize that each individual family may have quite different ways of individually and collectively achieving its particular goals--and that such individualism is good and desirable for the community, and the nation. A concomitant outcome would be that each child will begin to develop an understanding of the multiple roles by drawing pictures, telling stories, creating poetry, singing songs, doing dramatic plays, or engaging in rhythmic activities.

An Example of Classroom Inquiry in the Policy Mode

Topic 4: Why are there rules for everyone?

In using the policy mode informally in the K-2 grades, considerable use is made of the process valuing. Problems of immediate relevance to children typically are used as the focus of inquiry. For example, a question that may arise is: "How should we spend our time at home?"

The teacher should have each student find a task to do at home; it should be a task that takes more than one hour to do and one that takes some of the other family members being involved to achieve or complete.

A discussion in class should follow with each student reporting on the problems encountered in doing the task at home. Some of the students might tell why they could not get the task done and others would tell how the family schedule or lack of materials made completion difficult or impossible. Some might tell how assistance from others made task completion possible.

After the discussion, the teacher should get the group to focus on what the real problem was that facilitated or hindered the task completion. Individuals in the group might define the problem as follows: "How should we best spend our time at home?" The individuals in the group could proceed to offer hypotheses such as the following:

1. Set up time for doing our jobs, watching television, and playing.
2. Not watch television too long.
3. Do whatever we like whenever we like.
4. My mommie should tell me when to do things.
5. Just do everything you are supposed to.
6. I do not have time to do anything.

The teacher and class would discuss the possibilities and consequences of each of these courses of action.

The teacher might show pictures to the group to generate discussion and more hypotheses. The pictures should show home activities such as the following: playing hopscotch, baseball or the piano; taking out the trash from an apartment house; doing dishes; studying in a chair; watching television, making popcorn with mother; sitting on the front steps in front of an apartment house talking to a friend; caring for brother or sister (ten-year old taking care of a six-year old and baby brother.)

Each child then should plan how he will spend his time at home, taking into account the family he lives with, what he has to do and the time that he has. Then each child should try out the plan that he has made and see if it works for him.

Grades 3-4: Man and Land: Cultural and Geographic Relationships

An Example of Classroom Inquiry in the Analytic Mode

Topic 2: Why do different groups of men develop different ways of living in the same or similar environments?

A number of communities should be contrasted with specific attention to the environment, natural resources, technology, social organization, division of labor, and other aspects of culture. The main objective is to examine the flexibility and diversity of human adaptation due to the peculiarly human capacity for culture. In the course of studying cultures in early California that have successfully occupied the same or similar environments students may classify them tribal, peasant, and rural-urban after they have discovered and defined the characteristics of each type. How each group had direct links to Spanish-American or Anglo-American culture should be considered. Inquiry into the adaptive characteristics of the cultures should include attention to values, e.g., individual enterprise in the case of Anglo-Americans.

Illustrations of the many activities that might be used in studying differing adaptations to the California environment are the following:

> Gathering and organizing information on various parallel activities in California Indian, and Spanish- and Anglo-American communities, such as producing food, shelter, and clothing, use of tools and ideas in agricultural activities, recreational activities, and artistic expression
>
> Summarizing data on charts or in other forms to highlight contrasts among the communities selected for study
>
> Identifying and describing instances of cultural borrowing and adapting of ideas to cope with problems encountered in the California environment
>
> Gathering data on the roles of leaders, various workers, and other individuals, and making charts that contrast roles in the communities under study
>
> Summarizing the kinds of support that the Spanish- and Anglo-American communities received from the societies from which they came.

The teacher might refer to pictures which depict an Indian community, a Spanish mission-rancho, and early mining and agriculture communities. The children could be asked: "What do the pictures tell us about life in each community?" After detailed analysis of the pictures the question could be raised: "What other data are needed to understand life in each community?" Representative symbols may be pinned to the California map to show where the communities were located. Some of the children or the teacher may have visited a restored mission which they can describe to the class and thus provide additional data.

The study of a selected mission-rancho community may result in exploring life at the mission, the rancho, and the pueblo or presidio, as the case might be. Data should be classified and recorded on the chalkboard of a chart for easy access when the class is ready to analyze it. Information discovered could be classified under such headings as people (where they came from--reason for coming), homes (kinds and construction), supplies, transportation, resources, family life, education, recreation, results. Classifications may represent an extension of those used with the Indian community; however, children will be able now to compare those communities in terms of the additions.

Three needs of community life should be considered: rules, division of labor, and technology.

Three needs of community life should be considered: rules, division of labor, and technology.

After selecting and inquiring into Anglo-American agricultural and mining communities in a similar fashion, further contrasts can be drawn and adaptive characteristics of the various cultures identified. Children can summarize common and distinctive features of the tribal, peasant, and rural-urban communities and consider contrasts to their local community.

Posing the question, "Why do the three types of communities differ?" children will respond in different ways, with different hypotheses, and at different cognitive levels.

An Example of Classroom Inquiry in the Policy Mode

Topic 2: Why do different groups of men develop different ways of living in the same or similar environments?

In the contrastive analysis of the Spanish Ranchero era, the Anglo-American settlers, and gold miners, the children became aware of the conflicts over the ownership of land. The children had learned that the Rancheros received land grants either through the Government of Mexico of from the King of Spain. The boundaries of these land grants were determined by the use of such devices as the number of reata lengths involved, or by the placement of cow skulls. Obviously, the ravages of time had destroyed whatever landmarks had been established. Irrespective of these facts, the rancheros continued to observe the Spanish law and recognize the legality of the land grants.

The children also learned that the American settlers and the gold miners brought with them a different type of legal system, particularly in the use, description, and sale of property.

The Anglo-American System described property in much more accurate terms relying primarily on actual surveys and linear measurement.

Children dramatized the lives of both the Rancheros and the Anglo-American immigrants. They portrayed not only the Rancheros, but the jobs of the Indian Vaqueros who worked almost as slaves, with the cattle and with the little farming that was done. As the children began to portray American Settlers, immediate conflicts arose as to the use and ownership of the land. The children who were the Spanish land-grant owners vigorously protested against the invasion of their properties. They were equally vociferous in their opposition to the ways in which the American Settlers wished to use the land. The type of farming done by the Anglo-Americans, requiring property acquisition and which usually barred others from cattle ranching in the same area, readily became apparent to the student. At the same time, the aura and the charm and graceful living that the children enjoyed portraying the life of the Ranchero was threatened by the newcomers from the East.

In the evaluation periods following several of these dramatizations, children discussed the obvious problems which had developed. The question of which group was right was argued by proponents of each side. Various hypotheses were suggested as to the resolution of these problems. Each hypothesis, however, was attacked by the "rancheros" or by the "Anglo Americans" according to the values of each system as these were perceived and studied by the students.

Many children were loathe to see the Spanish system with its charm, its way of life, and its imprecise laws be overturned by Anglo-American settlers with his different set of laws, and seeming disregard for the rights of the Spanish settler.

The example of John Sutter was particularly distressing to some children while others decried the apparent wastefulness in the Spanish use of the land, the demands on the Indian Vaqueros, and the irregularities of a legal system which could not be counted on from one day to the next.

The children became aware of how their own personal values influenced their decisions. In some cases, children learned that they had made statements with little or no facts to substantiate their point of view, statements that were highly slanted according to the students' values.

In evaluating this series of lessons, the children agreed that values, developed from their own way of life, had a great deal to do with decision making. They also recognized the necessity for searching out data prior to reaching conclusions. The children talked about the importance of recognizing the background of different groups of people who might be in conflict and the need to analyze the value system which usually determines the position of each group.

Grades 5-6: Mankind and Men: Interaction, Diversity, Individuality

An Example of Classroom Inquiry in the Analytic Mode

Topic 4: How do groups interact in other cultures?

This Topic includes attention to the relation between racial and cultural differences. The essential conceptual point is to understand what can be said about "race" as a biological phenomena and the difference between this and "race" as a socially defined classification. Ethnocentrism and racism should be studied behaviorally, and students should inquire into the processes that give rise to these phenomena and perpetuate them.

Since all classifications are man-made, it is important to have students come to grips with this fact. In the recognition of a few physical differences among his own species, man has tended to ascribe cultural characteristics and features which suit his own psychological needs as also products of "race." Teachers need to establish the once "pure" biological "racial" distinctions with students, and then work to obtain an understanding of two things: biologically "racial" groups have so intermixed that hardly any "pure" types exist, and that the significant fact is that all men have given social definitions to "race" so that they are automatically associated with "inferior," "superior," "frightening." Teachers can work with stereotypes by holding up pictures of varieties of humans to establish the enormous range and diversity within so-called "racial" groups (Caucasian: India and Sweden). To get at the roots of prejudice students will have to understand that all men have certain psychological needs (to be loved, to feel secure, receive recognition, etc.). Different ethnic groups, and national groups, families, create in-group feelings to bring solidarity. Have students examine the question: What physical features do they consider "beautiful" in a human being, by writing a paragraph on the subject. From this point there are many directions a teacher might go depending upon the composition of the class and whether one wants to handle, first, the concept of culture (How did you get these values?). "Race" (Would a "racial" group ever value features which were not generally prevalent or possible to develop? What would happen if they did?), or diversity (What would the peoples of Japan regard as beautiful in a human being?).

Nigeria affords a good opportunity for studying cultural differences, and cultural interaction, because of the various tribal groups with different values and customs, and the intervention of the British with the superimposition of British systems (legal, language, religious, educational). Although conflicts and differences were often viewed by each side as "racial," and may well be by students at first, it should become clear that communication cannot take place between diverse cultural groups without understanding that meanings, values, and world view are different. The episodes revealed by Colin Turnbull in _The Lonely African_ could be used by students to "get into the shoes" of a non-westerner and view Christianity and British customs with the values of your own native culture. _The Emergent Americans_ by Harold Isaacs (studies of problems of Crossroads Africa groups) could be utilized in appropriate ways to show how white and black Americans went to Africa thinking they might have difficulty with "race" and found that "race" had little to do with cultural problems that arose (good attitudes toward work). Black Americans returned realizing how American they were, and all members of the group gained insight into themselves, "race" and culture. The way in which the "same" religion adapts to different cultures might be understood by some students if they had a chance to interview some Jesuits, missionaries or other persons who have traveled to many foreign countries. These persons would be able to describe differences.

An Example of Classroom Inquiry in the Integrative Mode

Topic 5: How is any man like no other man?

The central conceptual focus is on individuality within cultures, and on individualism as a characteristic of cultures, that is, the varying degrees to which cultures value and afford opportunities for individuality. Particular attention should be given to creative expression in different forms, both as indicators of cultural values with regard to individualism and as products of individuality and creativity. As Periclean Athens, an African society, France in the late Middle Ages, or another society is studied, students might do the following:

> Create an object which uses substances unique to the period under study.
>
> Create an object which uses substances unique to the modern period and compare it with the above.
>
> Examine a representative historical painting or other art object and describe some of the cultural values reflected in it.
>
> Identify a series of characteristics of human expression in the various cultures studied and show how these reflected the values of that civilization.
>
> Formulate a reasoned opinion as to whether a great work of art (Parthenon, Chartres) should be preserved today at great cost.
>
> Write a journal of an artisan making stained glass for a medieval cathedral.
>
> Prepare a report on the notions of virtue, individual freedom, and other values that can be identified in materials on the culture under study.

In the observation and classification of phenomena, the students should begin to identify the whole of what is before them (observing, classifying and defining the particular Greek Gods in the Illiad or the friezes of the Parthenon). Cultural holistic integration may be used to understand the life and beliefs of Fifth Centruy B.C. Athens by examining various documents like Pericles' Funeral Oration, a description of the Olympic games, a play by Sophocles. The "Ways of Mankind" record on child-rearing in Athens and Sparta would be a useful way to initiate comparison in the integrative mode, and would assist students in analyzing how the values of Fifth Century Athens are reflected in a variety of ways throughout other media.

For communication in the integrative mode, students can be asked to take a dramatic human interest story from the daily newspaper and recast it using Greek Gods and possibly myths, explaining briefly the essential differences in looking at human events in the present and past periods. After more than one historical expressive period is studied, increasingly sophisticated comparisons can be made and questions can be asked to develop a sense of individuality and respect for that in others by asking the question: In which period would you want to be an artist or sculptor, Greece or 14th Century Paris?

An Example of Classroom Inquiry in the Policy Mode

Topic 4: How do groups interact in other cultures?

In a sisth grade class, the children were dramatizing the life of villagers of Barpoli located in the State of Orissa India.

The "villagers" were doing rice farming in the fields, taking care of the compound, and taking their wares to the "hat" market. The "Chow Kidar" (policeman) was busily moving through the crowds of villagers. The "Zamindar" (landlord) was arguing with a number of the farmers as he tried to collect his rents. In the distance, "children" were listening to the words of the "Gram Sevak" (village worker) who was trying to teach them the values of having a new well in order to obtain fresh water.

In the "streets" a "Harijan" (outcast) was busily sweeping using some dried straw that had been tied together.

The "Chowkidar" soon began to announce a meeting of the "Gram Panchayat" (village council). The village council and villagers were being called together to discuss a proposal of a United States Congressman* which they had heard about through the Gram Sevak.

The proposal was that all of India's farming problems could be overcome by merely sending tractors to the villagers.

The "Sir Panch" (leader of the council) called the five members of the council to order and began to discuss the problem. All around sat the villagers dressed in saris and dotis. The council became increasingly excited as its members talked. They were quite aware that the use of tractors would displace workers in the field. They discussed the fact that their land holdings, whether rented or owned, were widely scattered and, therefore, not suitable for tractor use.

---

*No specific congressman was quoted. The "quotation" was a device used by the teacher to trigger the thinking of the children to check as to whether the students had acquired some insight into the values of the Indian Farmer.

Even if the tractors were provided, the cost of gasoline and maintenance in a land where the average yearly income is about $50.00 would be prohibitive. The council turned to the villagers and asked if there were any comments or questions. The villagers agreed quite strongly with the feeling of the Gram Panchayat. They felt that the Congressman did not really understand the needs in their village. They could not understand why they needed machines that would put men out of work. The villagers and council agreed. After this long discussion, they were to ask the Gram Sevak to work with the Indian Government and themselves in order to provide a greater harvest from their farming.

They instructed the Gram Sevak to gell the Indian Government they did not want the tractors.

When the children returned to the classroom, a further discussion took place concerning the use of machinery in India in contrast to its use in the United States.

They questioned the policy that they had established as Villagers. Some of the children felt that India could do something to promote mechanization; most felt that the decision of the villagers was sound and best for India. They agreed, however, that at some future time this kind of decision might be changed or modified.

All of the children stressed, however, that the way people in the United States valued the use of machinery and technology was not the same as the way Indian Villagers felt.

They thought the Congressman should have visited India to learn how people in vallages really felt. The student recognized that the way in which a people value the things around them have a very important effect upon the decisions reached by the group.

Grades 7-9: Systems: Economic and Political: Urban Environment

An Example of Classroom Inquiry in the Analytic Mode

Topic 1: How do societies decide what is to be done
and who is to do it?

The inquiry skills to be developed in this Topic are those of the analytic mode with emphasis on further development of behavioral definition. The concepts to be defined are political system; its component concepts of political culture, constitution, and decision making; and relevant subconcepts. In this study students will be asked to think of every social group (families and school classes as well as nations) as having a political system.

Teachers might first present a simple definition of political system to students and then have them observe settings guided by questions which focus attention upon behaviors which can be labeled with the above concepts or their subconcepts. At first students may use their own terms to label the behaviors observed, e.g., "deciding," "doing things the fair way," etc. The teacher should lead the students to develop useful concepts by defining their terms behaviorally. When the teacher feels it is appropriate, the students should be taught to substitute the above "labels" (political culture, etc.) for their terms. (Note that since several of these concepts will have been introduced earlier, students may use the above terminology from the beginning of this inquiry.)

The adequacy of students' definitions should be checked often by dividing the class into subgroups and having these groups independently observe behaviors in the same settings and determine whether or not their concept applies. Then groups may compare their applications to determine whether or not they agree. If there is fairly wide agreement, a concept may be said to be adequately defined, if not, students should refine their definition. For example, suppose a class had defined the concept political socialization. Groups or individuals could observe (directly or indirectly) various settings and determine whether or not the process of political socialization is occurring according to their definition. If there is a fairly widespread agreement on the application of the concept, then it may be said to have been adequately defined. (However, it must be noted that students should be aware that further refinement of any concept may become necessary or that the need to substitute a new and more useful concept may arise as a result of experience.)

Once concepts have been adequately defined, students can use them in the analysis of political systems. For example, suppose a class has defined constitution. They may then observe various political systems and list the identities and differences of the constitutions of these groups.

The following section is designed to illustrate a procedure and is not to be interpreted as the only approach or necessarily the most effective approach to classroom inquiry in this Topic. The example is on political culture as a part of a political system.

The teacher may begin a study of this Topic by introducing students to the concept of political system and defining it simply as a concept labeling "accepted ways of acting upon demands and producing rules or decisions in any social group." Sample settings could portray (1) ways different families in various societies go about deciding what to do such as making recreational plans or choosing a marriage partner for their children, (2) ways peer groups decide upon games to play, (3) ways tribal groups make various decisions, (4) ways community groups decide issues, (5) ways political parties choose candidates, etc.

The teacher should inform the students that the concept of political system is applicable to all social groups and that the focus of this inquiry is to develop an array of concepts useful in the observations, description, and analysis of political systems. One of these concepts is political culture.

Political Culture

Objectives

Ability to define political culture and component subconcepts of authority, legitimacy, and political socialization. (Behavioral definition.) (This will include an identification of political values specific to various political cultures.)

Ability to classify political cultures according to differences in subconcepts (see following chart.) (Classification.)

Ability to determine identities and differences between political cultures in terms of the concepts listed above. (Contrastive analysis.)

Ability to develop generalizations about political culture as a result of the above analysis. (Generalization.)

Suggested Procedure

Have students observe a variety of political systems in which individuals' perceptions of their own and key functionaries' relations to the systems are apparent. In each of these observations, have the students propose answers to the following questions:

Guiding Questions

What appear to be the ways citizens are supposed to behave?

What appear to be the ways leaders are supposed to behave?

How do citizens actually behave?

How do leaders actually behave?

What are the differences between the ways each of these groups are supposed to behave and the ways they do behave?

In order to develop a definition of political culture the teacher may ask the students, "What, in general terms, are we observing and discussing?" The response should be "general ways people see and behave towards their political systems." At this point the teacher may ask the student to develop their own or may give them the term political culture to use.

Defining and using subconcepts of POLITICAL CULTURE

Defining Authority

Students should observe and discuss settings in which authority is present to varying degrees. (A system will be defined as having authority to the degree that its decisions are sufficiently accepted by members of the group to be carried into effect. This does not necessarily mean that members of the group perceive the authority as being exercised rightfully (legitimately) for compliance can be motivated by fear, and other factors.

Guiding Questions

Are people in this group carrying out the decisions that have been made? Why?

Who, in this situation, is carrying out the decisions? Why?

Who do most members of this group expect to participate in making decisions? What can we call these people? What label can we use to describe their power? (Teacher can supply the term authority.)

Classifying POLITICAL CULTURES according to degree of AUTHORITY

The teacher may ask the students to classify the political cultures they have observed along a five point scale according to the degree of authority apparent. This may be charted in the following form.

POLITICAL CULTURES

	No support for decisions 1	2	3	4	All decisions carried out 5
	Cultures XYZ (settings)	Cultures AB	Cultures DEFGH	Cultures IJKL	Cultures MN
Authority	Descriptive answers to guiding questions in appropriate columns.				

Contrasting POLITICAL CULTURES according to degrees of AUTHORITY

Once the above chart has been made students can compare identities and differences between cultures in relation to the concept of authority. For example they may contrast the answers to such questions as the following:

Who is carrying out the decisions?

What are the sources of authority?

What are the differences between authority in cultures in classes 1-5?

Generalizing regarding identities and differences in AUTHORITY IN POLITICAL CULTURES.

Students may be asked to develop tentative answers to questions such as:

Why are decisions carried out in number 5 cultures (settings) and not in number 1 cultures? (Answers may be phrased as hypotheses.)

The above procedures may be duplicated in order to define the subconcepts of legitimacy and political socialization and give students practice in the skills of classification, contrastive analysis, generalization, and communication using these subconcepts of political culture.

Guiding questions (for the same settings) to use for legitimacy might include: "Do the people in this situation see the authority being exercised as acceptable? Why? What values are involved? Do the people in this situation see those holding authority as rightfully holding their positions? Why? What term can we use to label authority that people see as being held rightfully?" (Teacher may supply the term legitimate.)

Guiding questions for political socialization might include: "Is there anything being done in this situation that might influence people's perceptions and attitudes about their political system? What? What is being done that might make people develop perceptions and attitudes that will support their system? - change their system?"

Political cultures may be classified according to each of these subconcepts. For example, a five point scale may be used to classify cultures according to legitimacy. This would go from cultures in which authority is not seen as legitimate by most members to those in which the vast majority see it as legitimate.

A political socialization scale could be based upon the degree to which governmental institutions focus on the socialization process.

Classifying and Contrasting POLITICAL CULTURES

Students may use the observations made in prior sections to develop classifications of political cultures according to the subconcepts (authority, legitimacy, political socialization) or variables within these subconcepts such as a five point "subject-participant" scale, a political values scale from individual through collective welfare or maintenance of the system, etc. These classifications can be made with the use of the following chart.

Students may then contrast the identities and differences of each culture they have classified.

POLITICAL CULTURE

	(Classification variable, e.g., authority, subject-participant, etc.)				
	1	2	3	4	5
	Cultures ABC	Cultures DEF	Cultures GHIJ	Cultures LMN	Cultures OPQ
Authority	(List observations in answer to guiding questions.)				
Legitimacy					
Political Social					

Generalizing about POLITICAL CULTURES

After classifying and contrasting political cultures in several ways, students may be asked to develop hypotheses explaining the identities and differences they have observed. For example, they may be asked to hypothesize as to relations between means of political socialization and legitimacy; e.g.," those raised in authoritarian families tend to see authoritarian political systems as legitimate, etc.?"

Defining CONSTITUTION and DECISION MAKING

The above procedures may be duplicated in order to define, classify, contrast and generalize about political systems using the concepts of *constitution* and *decision making*.

POLITICAL SYSTEMS: Classification, contrastive analysis, and generalization.

Suggested procedure:

Once students have defined the foregoing concepts and practiced the skills of classification, contrastive analysis and generalization in relation to them, they may focus upon a similar analysis of political system as a whole aided by the following chart.

POLITICAL SYSTEMS

	(Classification variable, e.g., political culture, constitution, etc.)				
	1	2	3	4	5
Political Culture					
Constitution	(List observations in answer to guiding questions.)				
Decision Making					

An Example of Classroom Inquiry Emphasizing the Integrative Mode with Attention to Analytic Processes

Topic 4: How do democratic systems develop and function?

A. Introduction

In Topic 4 the analytical and integrative modes are continued from Topic 3. The emphasis in Topic 4 is on viewing a political system as an integral unit, as a process within a particular social milieu. Therefore, the integrative mode needs greater emphasis and self-conscious treatment by students as they develop generalizations regarding the growth of the liberal states in England and the American colonies. Students have already become familiar with the process of dividing social phenomena into isolated parts for the purpose of analyzing specific functions (e.g., political and/or economic decision making). They have also been exposed to the idea that these subdivisions of social phenomena need to be viewed integratively to gain an understanding of the variables which affect decision making within particular social settings (Topic 3). In Topic 4 the emphasis continues to be placed on the integrative process of "holistic integration."

The students should look at given settings which are most relevant for the development of the liberal state. The selection of settings, as in other integrative studies, is restricted, in a large sense, to England and the English colonies in America in the 17th and 18th centuries. Viewing such settings analytically, the student should utilize all of the concepts introduced in previous Topics relative to political culture to make contrastive analysis of the feudal and rising liberal political cultures and the consequent destruction of the old feudal order and the codification of the goals and values of the new liberal political order.

The conceptual stress should be on the processes of change and the development by students of generalizations which attempt to explain the agents of change from feudalism to the liberal state. It is in this integrative mode that a clear strand between Topics can be seen. In the preceding Topic the development of the market economy was studied; in this Topic the development of the liberal state is studied. In Topic 3 the concepts dealing with the ideal market operation were studied; in Topic 4 the ideals of the liberal state are studied. But in the opinion of many historians, it was the economic imperatives that became the catalysts in the development of the liberal state. Thus, the relationships between economic and political behavior and demands during the decline of feudalism and the rise of the liberal state become excellent examples for integrative study. It was during the 17th and 18th centuries that the market system was developing, and the centuries, too, in which the rising but disenfranchised bourgeoisie demanded access to decision making positions. This integrative understanding of the political-economic struggles of the 17th and 18th centuries becomes particularly important for the learner when he later studies and contrasts the modern, mixed-economic, democratic state.

Students should apply the analytic concepts and processes introduced in previous Topics. Since most of these concepts and processes have been utilized in current settings, the student now has an opportunity to apply the concepts clustered under the heading of "political system" to two divergent and oft-times antagonistic systems: feudalism and the early liberal state. But even more than the application of analytical concepts to the study of the rise of the liberal state is the continued emphasis on integrative concepts. The integrative process of "holistic integration" needs special attention if the student is to become aware of the conflict between feudalism and the rise of the liberal state as a conflict of political cultures and systems. The student should see the links between economic change and political change, the diminution of authority as the regime's legitimacy is called into question, the relationship between codified ideal statements (e.g., the American Constitution) and the political forces which operated to gain such codifications over a period of time and within specific settings. This Topic is also an important time in which to develop skills of historiography.

In sum, the student should be made aware through the study of this Topic that political and economic decision making did not occur in isolation from other social conditions, events, and personalities. On the contrary, the student should come to understand that such decision making has always been carried on and, in a large sense, determined by the demands and expectations of human beings in given historical periods. With this understanding, they should be more sensitive to the complexities and factors of decision making in the present.

The content to be introduced may be grouped under general subtopical questions which sequence and focus the direction and extent of inquiry:

(1) What were the political-economic practices and values of feudalism, the "old order?"

(2) What events were occurring during the 17th and 18th centuries in England and the American colonies which were undermining the "old order?" Who were the spokesmen for the rising liberal state, the "new order?"

(3) What points of contrast between the old and new orders can be seen in terms of the values, system, and practices of each? What was it about the political cultures and economic circumstances of the time that brought about such contradictions?

(4) How did the advocates of the new order accomplish their aims?

(5) How did the codes developed by the advocates and activities of the new order reflect the values and system of liberalism?

Based on these questions, the following procedures are offered as illustrations for developing Topic 4.

B. Procedures

(1) By Topic 4 the students' understanding of the concepts political system, constitution, and decision making should be fairly concise. Utilizing these concepts for analytical purposes, readings in descriptive history and selected documents could be assigned to develop an understanding of the feudal system as both a political-economic system and as it operated with special reference to the way it was practiced and modified in England up to the 17th century. The essential aim of this first assignment is to gain some understanding of English feudalism as a political culture.

Once having gained student awareness of the ideological and practical aspects of English feudalism in terms of the concepts introduced in previous Topics, they are then ready to apply analytical tools of history to review and describe what was occurring in England in the 17th and 18th centuries in regard to political and economic events with special emphasis on the aims and activities of liberals of that period. This review should be carried on analytically; i.e., a study of the class position of liberals, economic activities of liberals, political positions of liberals, and the interrelationship of all three factors. It is important for the student to understand how economic, religious, and other social events were impinging on the established order and how the established order responded to these events.

(2) This descriptive analysis of feudalism and the rising liberal state leads to a contrastive analysis of the two systems. This contrastive analysis should lead to the development of tentative hypotheses regarding the linkage of authority and legitimacy and the consequences of the decline of legitimacy in constituted governments. In developing their hypotheses the students may identify specific differences between the practices and goals of feudalism and the mercantilism and the subtle changes that took place in the old order as a result of the activities of the mercantilist demands.

(3) Once hypotheses have been generated from the general analysis of feudalism and mercantilism, readings and research Topics may be assigned with special attention paid to the writings and activities of those who observed the events of the time. The ideological writings of such people as Locke and the political activities of such people as the Earl of Shatesbury are particularly relevant. The readings and research Topics should lead the student to see the new political and economic values being propounded by the advocates of the new order. The readings and research Topics should also be concerned, analytically, with the class position (for further development of the concept of social stratification and the consequences of social position on the perception of men) of the advocates of a new order, their political and economic activities in relationship to their desire for change, and the impress of the social environment on their decisions. Emphasis should be on the identification of the goals of the new order as articulated by several of its advocates and the identification of how the social environment

affected the articulation of these goals. These goals should be refined and recorded by the students for later contrastive analysis of the relationship between the goals and practices of the advocates of the liberal state with the codification of these goals once the new order was established.

(4) Now that the students have a grasp of the significant differences between the old and new orders, specific historical events may be studied integratively to show the attempts to translate the goals of the new order into practice. Studies of the Glorious Revolution of 1688 in England, the charter establishing the colony of South Carolina, and developments in the Massachusetts Bay Colony in the 17th century are appropriate to demonstrate the relationship between the ideal goals of the liberal state and early attempts to implement the goals. These studies may also show the ambivalence inherent in trying to build representative governments which try to bridge the old and new orders. This attempt to bridge the old and new introduces the concept of socialization as a conservative force within societies.

(5) With this background, students should be asked to form more refined and definitive hypotheses regarding not only the relationship between economic and political factors of the period or the impact of this interrelationship on the authority-legitimacy question, but specifically on the causes of change from feudalism to the liberal state. The development of these hypotheses may be treated as a discovery lesson or sequence of lessons involving additional readings, documents and class dialogue regarding the question of change. Helpful to this dialogue may be such open-ended questions as:

(a) Did capitalist drives force liberal politics?

(b) Did the usefulness of early capitalists to the state lead to political advantages and demands?

(c) Did the reluctance of the aristocracy to change its power base lead to revolutionary demands by capitalists?

(d) Did the disparity between the state's authority/legitimacy and the needs of the rising capitalist lead to the development of new ideologies and new grounds for political legitimacy?

(6) Once the students have refined their hypotheses regarding the causes of change, they may become involved in studies of open conflict between the old and new orders with particular attention to the causes of revolution, the relationship between the causes of revolution and the codification of goals, and the disparity between the new codes and practices. Important here is the study of the American Revolution and the establishment of the American Constitution. From such a study should come an understanding of why the new liberal American state incorporated such features as checks and balances, the veto, bicameralism, and other elements to avoid the use

of government to restrict the activities of individuals. Contrasts of the American experience to what had happened previously in England (the Glorious Revolution) and what was happening in England at the time of the American Revolution and establishment of the Constitution will be instructive to the student regarding the phenomena of change from an old to a new order. In such a study, the commonalities of goals and outcomes should be stressed, but even more important, the significant differences in application of the ideas of the liberals due to differing social and geographical factors should be discovered, (e.g., the differences in America and England due to the weight of tradition in England, the man-land ratio in America, the "colonial" idea of England, and the "anti-colonial" idea in the English colonies.)

(7) Finally, the students may describe the early liberal state as it was envisioned by the early leaders of the state, codified in various documents, and as it was practiced to piece together whether or not the new order followed its own directives. Especially important for later study is the identification of liberal values inherent in the new system which can be used for later contrast to more complex, modern systems.

One further methodological step may be taken at the end of the study of this Topic. Up to now the students have been combining analytical and integrative processes and concepts. The appropriate time for a discussion of the differences and the appropriate uses of each mode may be at the end of Topic 4. The question of when one or the other appears to be the most effective may lead to a general statement regarding the usefulness of the new methods of investigating the human experience.

Grades 10-11: Historical Integration: Relation of Past and Present

An Example of Classroom Inquiry in the Integrative Mode

Topic 1: How has the United States come to be the way it is, and how is it changing?

Subtopic 1d: How did the enslavement of Africans produce tension and disruption in American life?

The major objective for this inquiry episode in the study of American history is to utilize the integrative mode for developing a comprehensive view of the institutionalization of slavery in the United States. The integrative mode will utilize many of the skills and concepts developed in the analytic mode, but students will not only seek replicable and relevant answers; they will study the diversity and possibly the antithetical nature of the concepts developed. The resulting comprehensive view acquired by the student should not be chaotic. His view should become as believable and coherent as his view of his own culture. His generalizations should be just as apparent as his perception of his own behavior patterns related to contemporary multi-racial situations. The study will require systematic checking of analytic data for developing rational conclusions. The process will require a great amount of freedom in investigation and be continually focused on definition, hypothesis, search, evidence, and generalization. If the study achieves its objectives students will be able to distinguish between the relevant and irrelevant generalizations concerning freedom and political reality.

Ideally the study should begin with generalizations based upon data portraying the existing social economic, and political status of black people in California, or in a large city in California. These generalizations, moreover, should involve refined definitions of the concepts of caste, ethnocentrism, racism, values, and ideology if comparison in the integrative mode is to be meaningful. One of the major problems facing the teacher will be to determine the amount of time needed by his students to make an adequate and acceptable investigation of materials which would supply information on the status of racial groups in California or the local community. Teachers can best judge the background of information his students have acquired at other grade levels and utilize whatever means necessary. Economic and political data for the past ten years are abundant. In addition to the usual reference materials students should utilize local surveys by labor, sectarian, and business groups, the publications of the California Department of Industrial Relations, materials from the University of California Institute of Governmental Studies, and the many reports of the U. S. Civil Rights Commission, the Department of Labor, and the Bureau of the Census. Direct observation of community groups at Board of Education, Board of Supervisors, or Economic Opportunities Council meetings will give significant insights on status. Excellent motivating films such as Walk in My Shoes or Nothing But A Man can be used in their entirety or in part. Whatever is done in the length of time allotted must provide a reliable base for the comparisons necessary for relevancy.

Secondary source readings should be used to provide a sense of the time involved in this episode, 1619-1863. A knowledge of the sequence of events will be necessary to achieve an understanding of the relationship of ideas to the development of logical generalizations. This reading will help prevent the tendency to ignore multiple causation. Freely selected documentary readings often tend to narrow the students' perspective unless some survey techniques are also used. The great areas of debate today--the questions involving freedom, liberty, justice, law, and morality--can be most efficiently brought into the field of focus with survey materials or techniques.

The central historical fact for this study is that the legal institution of slavery in the United States, with its denial of moral status for fellow human beings, raised ethical questions concerning the established order. Violence and revolution were the outcome. Slavery was abolished and new institutions involving the relationship of man to man and race to race became the evidence of change. The inquiry into the causes of tension and disruption can begin with documentary evidence of the evolving status, moral and legal, given black people in Maryland, South Carolina, and Virginia prior to 1750. The legalization of life servitude in the colonies, the stratification of society by the slave codes, and the conflict between morality and practicality can be presented in historical context. Hypothesis and generalization, however, will not be limited by time.

A wide range of documents are now available in source books and pamphlets, but teachers must devise means of making them available to their students. An example of an explicit statement of the conflict between morality and practicality is the following extract from a Virginia clergyman's letter to his brother in 1757.

> As to your second query, if enslaving our fellow creatures be a practice agreeable to Christianity, it is answered in a great measure in many treatises, to which I refer you. I shall only mention something of our present state here...
>
> ...to live in Virginia without slaves is morally impossible. Before our troubles, you could not hire a servant or slave for love or money, so that unless robust enough to cut wood, to go to mill, to work at the hoe, etc., you must starve, or board in some family where they both fleece and half starve you. There is no set price upon corn, wheat, and provisions so they take advantage of the necessities of strangers, who are thus obliged to purchase some slaves and land. This, of course, draws us all into the original sin and the curse of the country of purchasing slaves, and this is the reason we have no merchants, traders, or artificers of any sort but what become planters in a short time.
>
> A common laborer, white or black, if you can be so much favored as to hire one, is a shilling sterling or fifteen pence currency per day; a bungling carpenter two shillings or two shillings and sixpence per day; besides diet and lodging. That is, for a lazy fellow to get wood and water, 19.16.3 current per annum; add to this seven or eight pounds more and you have a slave for life.

The deepening conflict of values and the effects of the institution on the enslaved and the enslavers can be examined by students if they compare the South Carolina slave code of 1712 with the Quaker John Woolman's, "Some Considerations on the Keeping of Negroes," written in 1754. Comparisons such as these will confront students with problems of judgment which will indicate the need for procedural questions that can be applied to their study throughout the episode.

Questions should be developed which will act as a check on the inquiry process. They also will assess the contribution to the behavioral objectives for this Topic made by each reading or activity. Examples which might help are: (1) What was the immediate cause for the document or event studied? (2) What conflict was apparent in the document or event? (3) Was the event or document relevant only for the participants? (4) Were principles involved which were supported by any great number of people? (5) What degree of activity is apparent in the document or event? (6) What social factors were involved? (7) What political factors were involved? (8) Was physical environment a significant factor? (9) Was a sequence of events significant to the document or event? (10) What evidence of mind set is apparent on the part of the observer? With this type of checklist students can move from questions to evidence, to hypothesis, and then to evidence for valid generalizations.

Once students have examined the development of slavery as an institution and observed the attendant conflict during the colonial period, they can begin to examine the contradiction of principles apparent in Revolutionary propaganda, legal decisions concerning slaves, the original and final drafts of the Declaration of Independence, and the three-fifths compromise. The type of questions which need to be considered at this stage of investigation no longer need to emphasize process. Comprehension of content and generalizations is the major objectives. Students will not be told by historians what the participants in the sequence of events and developments thought or did, instead they will form their judgment of contemporary versions. Examples of questions which a student could use to develop comprehension so that a valid base for comparison of his own values and behavior concerning the concepts inherent in the episode is developed are: (1) What seemed to be the most efficient system of labor for each of the colonies? (2) What problems did some colonists, northern and southern, foresee with the institution of slavery? (3) Why did southern support of the institution intensify after 1815? (4) Which was most important to abolitionists, freeing slaves, or insuring racial equality? (5) What reasons were given for making slavery a political issue? (6) Which reasons for southern secession indicate political failures which permitted secession to take place? (7) What economic developments strengthened pro-slavery opinion in the South and anti-slavery opinion in the North? (8) What concepts other than emancipation were important factors in President Lincoln's Emancipation Proclamation in 1863? (9) What attitudes involving nationalism were strengthened by the Civil War? (10) What attitudes concerning ethnocentrism and race were strengthened by the Civil War?

Each of the above questions has innumerable related questions which teachers can develop best. The documents and experiences available to the class will be most important in determining scope and depth. Multi-media materials will provide the greatest range of classroom experiences. They are not necessarily the best for depth experiences and they do consume time. Whatever the materials and experiences are--they should become the basis for much of the evaluation process. Both process and content can be tested by formal and informal means. The major questions, however, should focus upon the individual student's understanding of where he and his culture fit in the continuum of American experience and the relation of his values to those of American society which have developed through the historical experience.

Grade 12A: Decision Making: Deciding Social Policy in the United States

An Example of Classroom Inquiry in the Analytic Mode

Topic 1: How do ordinary citizens influence the decisions that affect them?

An inquiry into the ordinary citizen's influence on decisions that affect him may begin with the observation of the various methods of expression that are available to the individual and the group. For this purpose, examples may be collected of the variety of methods currently being used in the community, ranging from letter writing to street demonstrations. Next, the source (individual or group), the (public, private, policy-making, administrative), the number involved, and other data may be collated and classified. A public-opinion poll of positions on an issue may also be conducted leading to a study of the alternatives available for measurement of public opinion. Devices for the systematic collection of data can be constructed by students.

Students can test their system of data collection both through direct application themselves or through simulation of the process by assuming the roles of members of various interested groups. The collection of data can be on any current issue on which there is need for decision making. The most significant aspect of the study will be provision for the collection of data from a variety of individuals. The differences and the similarities in the responses of individuals will provide an opportunity for the investigation of the determinants of choices. The existence of diverse public opinions derived from individual differences and membership in various groups will provide an opportunity for the formulation and testing of hypotheses as to why differences exist.

The problem of evaluating the individual's political influence can follow a similar process of using the devices for measuring political opinion. The progress of a political campaign and its attendant polls, as they sample public response to the campaign and the campaign's response to the polls' findings, will provide an opportunity for the development of concepts related to the "political responsiveness to public opinion." This problem can also be introduced by a study of voting, such as the voting profiles laid out by precinct and other political subdivisions that are available as a result of the most recent election. The analysis of such election results should include a comparison of the voting behavior of individuals in different classes. The effects of value systems associated with group membership may be classified according to both constructed and observed classes.

The influence of public opinion can also be studied through the effect of expressed public opinion, both consistent and inconsistent, on the advertising and sales campaigns of local and national markets. Selected studies of how the market is influenced by public opinion and the response of the public to various appeals will indicate the effect of individual and aggregate decision making on the mass marketer. As an example of classroom inquiry and one which is particularly relevant to students, the response of students to the advertising campaigns connected with various automobiles can be made a source of inquiry which will show the devices used by the industry to gain public acceptance of its products.

The study of the influence of ordinary citizens may lead to a consideration of institutionalized processes of decision making. For example, a case study may be made of court procedures formalized under the Constitution and the value system reflected in the Constitution. Particularly appropriate are those cases concerned with reapportionment in which the Supreme Court has carried forward a value system which has emphasized equality among individuals in relationship to their control over the government.

The study of the citizen's influence on the decisions that affect him may also begin with the morning's newspaper. Current issues that furnish an unresolved point around which public opinion has not yet solidified and in which a public expression will be made are useful material for the inquiry process. A debate on a current issue will demonstrate the interrelationship of public opinion and official action and will provide for the application of inquiry processes. The formal structure of government may be illuminated by the consideration of the powers and responsiveness of office holders.

An Example of Classroom Inquiry in The Policy Mode

Topic 1: How do ordinary citizens influence the decisions that affect them?

Inquiry in the policy mode into ordinary citizens' influences on the decisions affecting them is best conducted by the closest possible approximation of the decision making process that can be simulated in the classroom. For this purpose, students can be placed in a variety of roles relevant to a significant economic or political problem. The structuring of roles and the problem can be devised to provide an opportunity to apply the policy mode from the position of relevant groups. As an example, a case of community decision making as in planning and implementation of urban renewal could be organized with students fulfilling the positions of the public officials and citizens, both as individuals and as members of special interest groups. Each participant could develop an individual application of the policy mode derived from the role he is playing, and in the course of the inquiry the corresponding development of a group application combining the individual's positions in accordance with the strength and effectiveness of each group could be achieved.

Another approach to inquiry in the policy mode in this Topic could be through the students' planning of a campaign to influence decision making on a vital current issue. Decisions to be made could be economic or political, but should have immediate impact and should be stated as positions so that the class can proceed through the steps of the decision making process as a group and with a series of individual activities designed to be supportive of the broader application of the process. As an example, inquiry into the citizens' influence in an area of public policy on civil rights might require developing a series of alternatives that students working individually or in smaller groups could present to the larger groups.

In the development of inquiry in the policy mode in this Topic the concept of mileage is important. By placing the decision makers in situations relating to the political and economic institutions of our society, the students will acquire functional knowledge of the institution's structure and operation. Likewise, the need to understand the basic principles upon which the character of these institutions have been determined will provide the impetus for the analysis of the Constitution and its underlying values.

Ie8-62 1037--300 1-69 10M